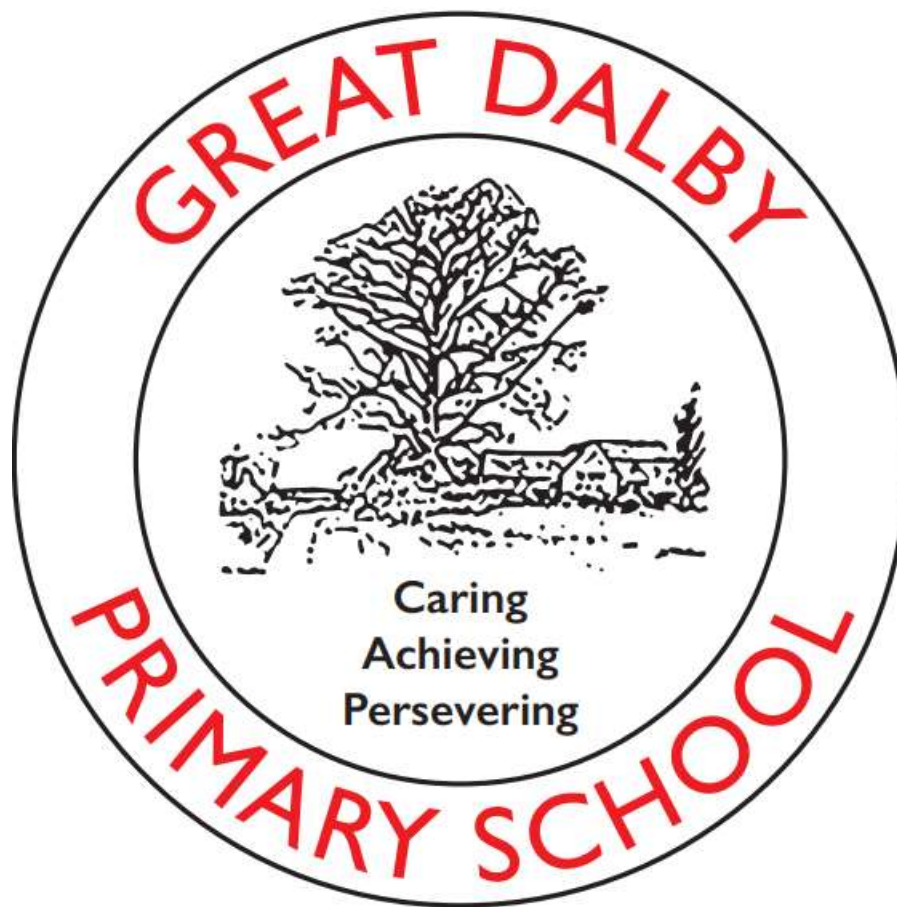




Great Dalby Primary School

Accessibility Policy

2025-2026

Reviewed	September 2025
Frequency of Review	Annual
Written by	Headteacher/SENDCo
Approved by:	Headteacher

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Great Dalby Primary School, we are guided by the principles of equality and inclusion, driven by the belief that "Achieving Greatness Together" is possible when we uphold the values of caring, achieving, and persevering. We foster an inclusive environment where every individual is celebrated for their uniqueness and contributions. Our commitment to equality ensures that each pupil, regardless of background or ability, has equal access to opportunities for learning and personal growth. We value caring, fostering a culture of empathy and support. We prioritize achieving, setting high standards for academic and personal development. And we emphasize persevering, teaching resilience and determination, empowering our pupils to overcome challenges and reach their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Head teacher and other relevant members of staff
- The Local Advisory Board
- External partners

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Inclusive Curriculum: Our school offers an inclusive curriculum that caters to the diverse learning needs of all pupils. Documents have been created which show how teachers can adjust the curriculum/ provision meet the needs of all children. Tailored Resources for Support: We recognise that some pupils may require extra support to access the curriculum. In response, we provide resources tailored to their specific needs. For instance, a pupil with dyslexia might receive specialised reading materials or access to assistive technology such as iPads or laptops. Inclusive Examples: Our curriculum and assembly rota include examples of people with disabilities to promote diversity and inclusion. This approach helps all pupils develop a better understanding and empathy towards individuals with different abilities. For example, in assembly pupils learn about the life of Helen Keller and other significant contributions to society. Comprehensive Progress Tracking: We track the curriculum progress of all pupils, including those with disabilities. This allows us to identify areas where pupils may need additional support and make necessary adjustments. Progress tracking can include academic performance as well as social and emotional development. Effective Target Setting: Targets are set effectively for all pupils, including those with additional needs. These targets are tailored to the individual pupil's abilities and challenges. For instance, a pupil with a hearing impairment might have specific communication goals in their Individualised Education Plan (IEP) to support them. Continuous Curriculum Review: Our curriculum is regularly reviewed and adapted to ensure it meets the needs of all pupils. This review process considers feedback from teachers, parents, and pupils. As a result, we can make necessary adjustments to accommodate changes in our school community to improve. Transition of Information for Future Pupils: The school gathers relevant information on new pupils including those entering the Foundation Stage and those transferring from other schools. This information may include academic records, and any specific needs or requirements the pupils may have to help school plan ahead. Identification and Support for Special Educational Needs (SEN): The school has established procedures to identify and support pupils with SEN. This may involve assessments, Individualised Learning Plans (ILPs), and collaboration with specialists such as speech and language therapists, occupational therapists, and psychologists to provide tailored support. Detailed Pupil Information: All relevant staff members are provided with comprehensive information about each pupil. This information includes academic performance, medical conditions, behavioural challenges, and any other details to ensure a holistic understanding of the pupils' needs. Regular Home/School Liaison: The school maintains open and frequent communication with parents and guardians to keep them informed about their child's progress, behaviour, and any challenges they may be facing. This collaboration ensures a supportive environment both at home and at school.	Ensure delivery of curriculum content is accessible to all pupils.	Provide suitably enlarged clear print for pupils with a visual impairment as required. Liaise with local authority and other agencies to provide support for pupils with disabilities. Use resources tailored to the needs of pupils who require support to access the curriculum.	Class Teacher SENDCO	When Required	All pupils can access curriculum materials equally.
		Improve the physical environment of the school	To develop outbreak/intervention spaces within school. Create a sensory space within school to support pupils emotional and sensory regulation and ability for all to access learning opportunities. The school will take account of the needs of pupil, staff and visitors with physical difficulties and sensory impairments when planning and undertaking improvements/refurbishments of the premises.	Headteacher SENDCo		Safe space for pupils to flourish. To be an inclusive school that is available to meet their needs.

	Teaching and Learning Assistants: Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are strategically deployed to provide additional help and support where needed. They may specialise in certain areas. Special Considerations for Tests: Pupils with special needs or disabilities are given special considerations when taking tests or assessments. This may include extended time, adapted formats, or alternative assessment methods to ensure a fair evaluation of their abilities. Strong Links with Support Agencies: The school maintains strong connections with external support agencies and professionals, such as educational psychologists, speech therapists, and occupational therapists. These partnerships help provide specialised assistance to pupils with complex needs.					
Improve and maintain access to the physical environment	Adapting the Environment: Our school's approach to maintaining access to the physical environment is centred around adapting the facilities to meet the diverse needs of our pupils. We believe that physical accessibility is a fundamental aspect of an inclusive educational environment. Examples of Adaptations: Ramps: We have installed ramps at key entrances to the school building to provide easy access for pupils who use wheelchairs or have mobility challenges. Corridor Width: We maintain wider corridors throughout the school to accommodate wheelchairs and other mobility devices comfortably. This ensures that pupils can move around the school safely. Disabled Parking Bay: There is a designated disabled parking bay located close to the main entrance. This space is reserved for pupils, staff, or visitors with disabilities, making it convenient for them to access the school. Disabled Toilets and Changing Facilities: We have dedicated accessible toilets and changing facilities equipped with features like grab bars, lower sinks, and spacious layouts to cater to the needs of pupils with disabilities.	To ensure the school environment is accessible to pupil and staff physical needs	When a child's needs are made known a risk assessment to be conducted. Reasonable adjustments to the building to made to accommodate assessed needs. The environment is adapted to the needs of pupils as required. This includes:	SENDCo Head Teacher Class Teachers School Office	As Required	Risk assessment in place for all pupils with disabilities. All staff and pupils feel confident their needs are met. Access issues to not influence recruitment and retention of staff.
Improve the delivery of information to pupils with a disability	Accessible Content: We ensure that all learning materials, including textbooks, worksheets, and online resources, are available in accessible formats such as large print, digital text, or Braille to cater to different visual impairments if required or can be adapted. Use of Assistive Technology: We can provide technologies like screen readers, voice recognition software, or alternative input devices to facilitate independent learning pupil's with disabilities. Sensory Supports: We consider sensory needs by providing sensory breaks, noise-cancelling headphones, or fidget tools for pupils with sensory sensitivities or autism spectrum disorders to support them to focus on information.	Ensure all parents and carers can access information about their child's progress and curriculum.	Support access to translators and sign language interpreters as required. All parents and carers can access curriculum information. Phone calls offered for family evenings. Alternative communication for those who struggle to read.	Headteacher Class Teachers SENDCo	On Going	All parents and carers can access curriculum information to support their child.

Individualized Learning Plans (IEPs): We develop and implement ILPs for pupils with disabilities, outlining specific accommodations, goals, and support services tailored to each pupil's unique needs.

Regular Feedback and Check-Ins: Maintain open communication with pupils with disabilities, and regularly assess their progress and well-being to address any emerging challenges promptly.

Collaboration with Agencies: We work closely with special education teachers, speech therapists, occupational therapists, and other specialists to provide targeted support and interventions as needed.

Family Involvement: We engage families and guardians of pupils with disabilities in the educational process, seeking their input and involving them in the development and review of ILPs and support plans.

Continuous Professional Development: We encourage ongoing professional development for educators to stay informed about the latest strategies, technologies, and best practices in inclusive education.

Provide extra transition meetings with parents of pupils with a disability in the summer term. Parents will be invited to join meeting between their child's current teacher and their new teacher.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Local Advisory Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

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- Health and safety policy
- Equality Information and Objectives
- Behaviour and Relationship policy
- Special educational needs (SEN) information report and SEND policy
- Supporting pupils with medical conditions policy

6. Complaints Procedure

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.