



School's Accessibility Plan

Reviewed: November 2025

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Statement of intent

When reviewing this policy, the governing board and head teacher have considered the impact of the scope of the policy on the whole school community. Specifically, they have taken account of the categories used by Sheffield City Council as a public authority to assess impact, as set out below.

Protected characteristics defined by the Equality Act 2010:

- age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation

Plus, additional equality groups and interests also recognised by the Council:

- armed forces, *care experience, health & wellbeing, poverty & financial inclusion, social cohesion, unpaid caring responsibilities and voluntary, community & faith sector

*(*note – care experience was added in December 2023 and recognises those who are, or who have been, looked-after children. It includes Children Looked After (CLA) who are under the care of the local authority; children and young people who are post-CLA adopted; and those who are leaving, or have previously left, care or adoption arrangements).*

This plan outlines how Dobcroft Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the **curriculum, physical environment and information**). It is intended to be a working document that continually leads to school monitoring, evaluating and improving our provision in this area.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.
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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010 and its 2025 updates
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- School's Pupil Equality, Equity, Diversity and Inclusivity Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Local authority admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions and Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- The SEND governor will review this plan every two years with the SENDCo
- The SEND governor will discuss progress of the plan at termly meetings with the SENDCo

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Working with external professionals to ensure that individual pupils have the correct provision/resources to support their SEND needs

- Monitoring our accessibility plan alongside the SEND governor

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit **every two years**. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Accessibility Planning & Provision at Dobcroft School

Below outlines the typical provision and strategies we use in our school to ensure all pupils can access all elements of school life. This is a non-exhaustive list and at times bespoke provision is put in place to meet specific needs of individuals. The delivery of the accessibility strategy will be through the implementation of any of the following

plans: SEND support plan, EHCP plan, Medical care Plan, PEEPs (personal evacuation plan), individual behaviour plan. Not all pupils will have every plan depending upon their specific needs.

Access to the curriculum	Access to the physical environment	Access to information
<ul style="list-style-type: none"> • Pupil support plans clearly outline adjustments and provision required for pupils with SEND • The above are reviewed 3 times per year-led by the SENCO • External support is sought to support the above where necessary • Bespoke curriculum planning and scaffolding is incorporated into planning of the curriculum by class teachers, this is monitored by senior leaders and subject leaders. • Interventions are in place for pupils who require additional support for example maths, reading, phonics, Thrive (social and emotional support) • Pastoral support is in place to support relevant pupils • The inclusion team monitors all pastoral support and effectiveness • CPD is delivered to support staff in the area of SEND for example Makaton level 1 (2023), shape coding (2023) • Pupils have appropriate access to ICT to support learning (eg laptops for writing) • Staff put additional plans in place to support pupils when learning takes place off site, such as residential trips, swimming lessons, educational visits 	<ul style="list-style-type: none"> • Classrooms are typically 'unfussy' and organised in order to not over stimulate pupils • Physical items such as standing desks, wobble cushions and fidget toys are accessible for all pupils • Turn it around areas are available to all pupils to enable them to be emotionally regulated in the classroom • Furniture and fittings is bespoke or purchased as needs arise (eg lighting to support a pupil visually impaired) with support from the relevant professionals • Ongoing support such as physio, speech and language therapies are in place as required and staff trained appropriately by the relevant professionals • Ramps are in place to access entrances and exits at the front and back of school and any buildings in the playground • Fire evacuation plans are in place for relevant pupils (PEEPs) • Pupils with medical conditions have their own support plans, outlining steps taken to ensure their safety and wellbeing • Individual plans are in place for pupils who may need support with their toileting, whether that be via specialist equipment or adult support 	<ul style="list-style-type: none"> • Paper copies of all communication is available on request • Copies of communication and/or policies is available in Braille on request or in a format that is accessible • The school website is clearly labelled, logical to navigate for the ease of all users

Date: 28th November 2025 Governor Name: Oliver Christie

Planning duty 1: Curriculum

Key question	What good practice is in place (discussed at Audit review meeting with SEND governor)	How do we know?	What are our next steps?	Who is responsible?	Timeframe	Success criteria
Do staff members ensure the curriculum is accessible?	<p>All support plans had detail around the provision that supports the child to access the curriculum.</p> <p>Each child has a One Page Profile which outlines their key reasonable adjustments to access the curriculum</p> <p>SENDCO has created an 'Ordinarily Available' checklist which shows what SEND provision is in place in all classrooms at all times (see website)</p> <p>Birmingham toolkit is used to support SEND pupils with Cognition and Learning needs to track their small steps of progress and identify skills that need to be revisited in their target time (see website for more information)</p> <p>Use of clicker 8 to remove writing barriers for pupils</p> <p>Despite adopting a 'mastery curriculum' approach, we offer scaffolded tasks for SEND pupils</p> <p>TA deployment is carefully considered- we place additional TA hours in classrooms/year groups where there is a higher SEND need</p>	<p>SEND support plans monitoring</p> <p>One Page Profile monitoring</p> <p>Termly pop ins to check agreed support is in place</p> <p>Termly pop ins to ensure OAP is in place across school</p> <p>SENDCO attendance to pupil progress meetings</p> <p>TA mapping</p>	<p>How do we ensure that reading is not a barrier for our SEND pupils or those working below the year group expectation?</p> <ul style="list-style-type: none"> - SENDCO to liaise with reading team to create 'Priority readers' list - SENDCO to support reading team to ensure that priority readers read daily -SENDCO mapping of interventions to focus on accelerating reading progress (RWI, Reading fluency) - SENDCO to work with the reading team to track progress over time and respond to the data accordingly 	SENDCO, reading team	Ongoing	<p>Child voice will show an increased positive view from our priority readers on their reading ability/interest</p> <p>Reading data will show that pupils are closing the gaps between themselves and their peers over time</p>
Do staff members have the skills to support pupils with SEND?	<p>Key SEND training on:</p> <ul style="list-style-type: none"> - Birmingham Toolkit to support Cognition and Learning needs (all staff) - Dyslexia (support staff training) - Trauma informed approaches (all staff) - Makaton (all staff) - Shape Coding- speech and language strategy (support staff and Cornerstone staff) - Read, Write, Inc training (all staff) - PDA course (support staff and Cornerstone staff) 	<p>SENDCO monitoring plan and termly pop ins evidence the staff impact</p> <p>CPD logs</p>	<p>Is Birmingham toolkit being used consistently and effectively enough to enable pupils to close the gap between themselves and their peers?</p> <ul style="list-style-type: none"> - SENDCO to complete further monitoring of the use of BTK in school (termly) - SENDCO to share good practice with all staff - SENDCO to monitor and track individual pupil progress termly 	SENDCO	By next review	<p>There will be a consistent approach to the use of Birmingham Toolkit across school</p> <p>Y6 SATs data will consistently show evidence of pupils closing the gap by</p>

	<p>- Clicker 8 training (all staff)</p> <p>We have a flexible approach to CPD, in terms of basing medium and long term CPD plans on both the cohort of SEND pupils and their needs, and also the experience of existing and new staff</p>		<p>- SENDCO to provide individual teacher support where inconsistencies are identified through monitoring</p>			<p>moving fro WTS to EXs in their assessments</p> <p>Birmingham Toolkit tracking documents will evidence that the gaps in understanding are being filled via additional target time</p>
<p>Do school trips take into account pupils with SEND ?</p>	<p>Needs of pupils with SEND are incorporated into the planning process.</p> <p>Individual risk assessments created where necessary with teacher, SENDCO and visit coordinator</p> <p>Residential locations are chosen with SEND needs in mind (e.g is the residential site wheelchair friendly?)</p> <p>Parents are consulted throughout the process and support staff in creating the individual risk assessments</p> <p>Pre-trip support is planned for individual pupils (e.g via social stories, example timetables, photographs of the visit)</p>	<p>SEND review meeting notes</p> <p>Individual risk assessments</p> <p>Visit coordinator logs/records</p>	<p>No new actions as of November 2025</p>			<p>At each review stage, our trip/residential planning procedures continue to enable all SEND pupils to continue to access a wide range of out-of-class experiences</p>
<p>Do pupils with SEND access lessons?</p>	<p>Cornerstone hub enables high level SEND pupils with a bespoke environment to access the curriculum and needs outlined in their EHCPs</p> <p>Recent SENDCO learning walks evidenced the consistent use of Laptops, standing desks, ear defenders, scaffolded learning, TA support</p> <p>SENDCO creation of 'Ordinarily Available' provision list presents what reasonable adjustments are available for all</p>	<p>Provide tablets and other adjustments for pupils with SEND</p>	<p>How do we ensure that pupils who access our Cornerstone hub have a clear plan for being Secondary ready?</p> <ul style="list-style-type: none"> - Individual reintegration plans created for pupils - Continued emphasis on the end goal being for pupils to reintegrate fully into a mainstream classroom where possible - Reflect our plans in our SEND policy - Termly progress meetings to discuss individual pupil's 'readiness' to reintegrate into the mainstream classroom 	<p>SENDCO, HT, CStone team</p>	<p>By next review</p>	<p>Within our school SEND policy there will be emphasis on one purpose of our hub being to prepare pupils for being 'mainstream ready' either within their time at DJs, or beyond (where relevant to do so)</p> <p>Case sampling will evidence pupils who have successfully reintegrated into the mainstream classroom setting</p>

Do pupils new to school have the appropriate support to be ready for our classrooms?	<p>Summer term handover meetings between Infant and Junior School SENDCOs</p> <p>Additional transition visits for vulnerable pupils</p> <p>Y2 parent coffee morning led by SENDCO</p> <p>SENDCO attends summer term SEND reviews</p> <p>Y3 teachers visit the Infant school to get to know the pupils</p> <p>Professional input sought if necessary</p>	<p>Summer term google drive – “Y2 transition”</p> <p>SEND review notes</p>	<p>Are our most vulnerable pupils with SEMH needs given enough opportunities to be ready for the transition to the junior school?</p> <p><i>(based on evidence that some pupils may have required more support around transition)</i></p> <ul style="list-style-type: none"> - SENDCO to meet with DIS to discuss ways to increase transition opportunities in Summer term and create bespoke transition plans for key pupils - Ensure that key adults/key workers are chosen by May half term so that they can also visit the pupil - DIS SENDCO to support in the creation of Individual Behaviour Plans for key pupils in July - Increase the amount of time that infant school staff visit our setting to consider how the setting may need adjusting for key pupils 	SENDCO, Infant school SENDCO, transition team, Y3 team, Inclusion team	By next review	By the next review, high needs SEND pupils will have a more successful start to the Juniors due to increased levels of feeling safe without staff and with our learning environments
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Planning duty 2: Environment

Key question	What good practice is in place (discussed at Audit review meeting with SEND governor)	How do we know?	What are our next steps?	Who is responsible?	Timeframe	Success criteria
Does management know if the school's physical environment is accessible?	<p>Premises team meet termly to ensure physical environment is safe/accessible</p> <p>Health and Safety Governor performs a H&S audit annually</p> <p>SCC perform routine inspections annually/bi-annually/every 5 years to evaluate the safety and accessibility of the site</p> <p>Key pupils with physical needs have individual PEEPs in place for evacuation procedures</p>	<p>Audit notes (premises team)</p> <p>Health and safety audit records</p> <p>PEEP paperwork</p>	No current next steps (Nov25)			At each review stage, our reviews/audits of the school physical environment continue to enable all pupils to access it

Are learning environments of pupils with visual impairments accessible?	<p>VI team links are established and in place for relevant pupils</p> <p>Key equipment in place as advised in VI team visit notes (e.g. desk slants, specialist ICT equipment)</p> <p>The process of changing all school lights to LED bulbs is ongoing (LED switch is taking place as bulbs are in need of replacement) which aligns with VI service advice for VI pupils</p>	<p>VI visit notes</p> <p>Premises plan</p>	No current next steps (Nov25)			At each review stage, our reviews/audits of the school physical environment continue to ensure that pupils with visual impairments can access it
Are toilets accessible?	<p>Disabled toilets have handrails.</p> <p>Specialist equipment is also in place when advised by external professionals (eg turning circles, harnesses, hoist)</p> <p>Intimate care plans and logs in place in the office</p>	<p>Premises log</p> <p>Intimate care folder</p> <p>Intimate care log</p>	No current next steps (Nov 25)			At each review stage, our reviews/audits of the school toilets evidence continued accessibility
Can children with physical disabilities access school buildings?	<p>All pupils now able to access school using ramps, including outdoor mobiles.</p> <p>Portable ramp available for access to hall and studios.</p> <p>Disabled toilets in place, with handrails and specialist equipment when needed</p> <p>Intimate care plans in place for key pupils.</p> <p>Placement of year group classrooms considered to suit physical needs of pupils</p>	<p>Premises log</p> <p>Intimate care folder</p>	<p><u>Is our environment always safe and accessible for pupils with physical difficulties?</u></p> <ul style="list-style-type: none"> - SENDCO to gather child voice around feelings of safety around school at key places (e.g. cloakrooms) and key times of the day (e.g. start/end of day, lunchtimes) - Cloakroom monitors to ensure all walkways in cloakrooms are free of clutter and obstacles - Health and safety governor to continue regular audits and feed back on risks to pupils with physical difficulties where relevant to do so - Audit/review of busy periods in school to assess the physical barriers for some SEND students 	SENDCO H&S governor	25-26 academic year and thereafter annually	As a result of closer monitoring of the safety/accessibility of busy spaces and busy times of day, our SEND pupils with physical needs will feel safer and more confident to navigate spaces in school

Are all pupils with SEMH/sensory needs able to access a low arousal environment to maximise their engagement in the classroom?	<p>Turnaround corner in all classrooms for regulation time</p> <p>Personalised sensory break plans for key pupils</p> <p>Zones of Regulation in all classrooms</p> <p>Set table spaces for consistency</p> <p>Ear defenders, standing desks, fidget tools, wobble cushions for ongoing sensory regulation</p>	Learning walks	<p>SENDCO and SEND governor to undertake an audit of the levels of low arousal across school (seek support from Autism team for a resource to use)</p> <p>SENDCO to support any areas of concern through PDM time</p> <p>SENDCO to incorporate 'low arousal checklist' into all learning walk activities</p> <p>SENDCO to gather evidence of impact through pupil sampling before and after input</p> <p>SENDCO to monitor the pupils who access low arousal spaces at unstructured times and adjust if needed to capture needs of other pupils struggling at these periods</p>	SENDCO, SEND governor	25-26 academic year, and thereafter annually	Pupils with SEMH/Sensory challenges will have a reduced occurrences of dysregulation due to them experiencing consistently a low arousal environment throughout the day
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Planning duty 3: Information

Key question	What good practice is in place (discussed at Audit review meeting with SEND governor)	How do we know?	What are our next steps?	Who is responsible?	Timeframe	Success criteria
Does school ensure that written information is accessible to all families?	<p>Parents can request alternative formats/languages when requested</p> <p>Parents receive SEND review notes termly and can have paper copies upon request.</p> <p>SEND policy and information report uploaded to website after every policy review</p>	<p>Office records of parent requests and preferences</p> <p>Computing/Online safeguarding lead annual website checks for SEND compliance</p>	No current next steps (Nov 25)			Continued auditing/reviews evidence that written information continues to be accessible

Does school ensure that written information is accessible in school?	<p>Use of Widget software to attach pictures/symbols to words</p> <p>Use of dictate software</p> <p>Use of large print formats</p> <p>Internal signage/child resources are at a suitable height and include visual prompts (e.g. visual timetable)</p> <p>Use of Makaton with key pupils</p>	SENDCo learning walks (environment focus)	No current next steps (Nov 25)			Continued auditing/reviews evidence that written information continues to be accessible for pupils with SEND needs
Is the school website is easy to navigate for our SEND community?	SEND governor was able to find all documents related to SEND efficiently (SEND policy, SEND information report)	Audit process	<p>SENDCO to arrange to meet with P Harrison (Computing and website lead) to discuss the accessibility of our website for SEND users. Actions will then come from this audit</p> <p>Our school website is a long term priority- SENDCO will support this process as required</p> <p>Ensure that relevant supporting documentation (Ordinarily available provision, Birmingham Toolkit supporting documents) are online</p>	SENDCO Website lead	TBD- Website is a long term school priority so this may come at a later date when a wider website review is undertaken	Our school website will be easy to navigate and include supporting documents which give a wider picture of the SEND support at Dobcroft