Dene House Primary School

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Accessibility Plan



Date of last review: Sept 2026

Date of next review: Sept 2027

Lead member of staff: Miss McSkelly (SENDCo)

Definition of Special Educational Needs and Disability (SEND) taken from the Children's and Families Act 2014.

1. Vision Statement

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010, a person has a disability of:

a) They have a physical impairment, and
b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body, an individual or the Head.

At Dene House Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where everyone is valued and has a sense of belonging. We work hard to ensure that all children feel seen and believe that all children should feel safe, happy and valued.

1. The Accessibility Plan is drawn up in compliance with current legislation. The Governing Body are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over it's duration. The intention is to provide a projected plan for a 3 year period ahead of the next review date.
2. The Accessibility Plan is structured to compliment and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. Dene House Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Dene House Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for all pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this then they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist of **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might included hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred within a reasonable timeframe.

5. The Dene House Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Asset Management Plan
    - Behaviour Management Policy
    - Curriculum Policies
    - Emergency Plan
    - Health and Safety Policy
    - Special Educational Needs Policy
    - Teaching and Learning Policy
    - School Prospectus
    - Staff Development Plan

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. IT may not be feasible to undertake all of the works during the life of this accessibility plan and, therefore, some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the work of the governing body.

12. The school will work in partnership with the Trust, and the where necessary the Local Authority, in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our aims, as set out in this Accessibility Plan, are as follows:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils and their families

Our objectives are detailed in the action plan as presented below

3. Current good practice

Early Communication: We aim to enquire about any disability or health condition through careful early communication with new parents and carers. For parents and carers of children already at the school, a Health Needs Audit is carried out on an annual basis to monitor any changes in need.

Physical Environment: All pupils take part in extra-curricular activities with additional support provided where required. Some aspects of extra-curricular activities present particular challenges. For example, lunch and break times can be challenging for children with social/interaction impairments, some after-school clubs may present challenges to pupils with physical impairments, school trips may need additional considerations for pupils with medical needs. Each case is considered individually, allowing reasonable adjustments to be made and ensure access for all.

Dene House Primary School is a **single-storey building**, meaning all areas of the school are accessible to wheelchair users. Corridors are wide, and all classrooms and shared areas are on one level, ensuring smooth and easy movement throughout the building.

To support pupils with **mobility needs**, the school has:

- A **ceiling track hoist** to assist with transfers in designated areas.
- A **mobile hoist** available for flexibility of use across the school.
- A **fully accessible disabled toilet** with appropriate handrails and accessibility frames in other toilet areas.

- **Wide doorways** and **step-free access** through the main entrance.

All pupils are included in extracurricular activities, school trips, and clubs. Reasonable adjustments are made to ensure accessibility for all children, including those who use wheelchairs or require additional mobility support.

Visual Impairments / Nystagmus

Dene House Primary School is inclusive of children with **visual impairments** or **nystagmus**, ensuring that they can fully access the school environment and curriculum.
We provide:

- Adapted learning materials, such as **large print**, **high-contrast worksheets**, or **digitally enlarged resources**.
- Use of **screen magnification software** or **interactive technology** where required.
- Seating arrangements that support the child's visual needs, ensuring minimal glare and optimal visibility of teaching materials.
- Close liaison with the **Local Authority Sensory Support Service** for specialist advice and training for staff.
- Staff awareness and understanding of the impact of visual fatigue, ensuring regular movement breaks and rest opportunities.

Curriculum: There are areas of the curriculum which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, key curriculum areas for pupils with a visual or hearing impairment. Each case is considered individually to enable reasonable adjustments to be made to allow us to provide a broad, balanced and high-quality curriculum for all regardless of need.

Information: Different forms of communication are made available to enable access for all. Where families need additional support in accessing communications, particularly written communications, they are encouraged to seek this support within school where we are happy to make suitable arrangements.

4. Access Audit

The school is a single-storey building with corridors and several access points from outside. All internal areas of the school are ground level. The main entrance is wheelchair accessible and all entrances have wide doors fitted. Remaining entrances are all stepped entrances.
The school is a single-storey building with no internal steps or stairs. All internal areas are level and accessible to wheelchair users.

- **Entrances and corridors:** Wide doors fitted throughout. The main entrance is wheelchair accessible and opens directly from the car park.

- **Hoists:** Both a ceiling track hoist and a mobile hoist are available to support pupils with physical disabilities.
- **Toilets:** One fully accessible disabled toilet and additional support rails
- **Signage:** Clear and well-positioned, with visual contrast to support those with visual impairments.

Emergency exits: Clearly marked and accessible to all users
The school has on-site parking for visitors and staff, the main entrance opens onto this car park. The main entrance is accessed by a buzzer system.

There are no internal steps or stairs within the school and wide doors are fitted to all rooms,

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced. These consultations will be carried out in a prompt and timely manner.
- The Governors and Senior Leadership Team will work closely with the Local Authority and The Tudhoe Learning Trust.

6. Action Plan

Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with parents/childminders/private nursery providers to review potential intake into reception.	To identify pupils who may need additional to or different from provision	To be completed in a timely manner before children start school – x1 term	HT EYFS Lead SENCO	Procedures/equipment /ideas set in place
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders SENCO	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT SENCO All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with epilepsy or mobility issues and visual impairment issues	To ensure collaboration between all key personnel Ensure Health care plans are in place Medical register in place	Ongoing	HT TAs SENCO Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of PKS levels to assist in developing learning opportunities for children and also in assessing progress in different subjects	Ongoing	Teachers SENCO Advisory Staff	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

		• A range of support staff including trained teaching assistants • Staff trained to use the hoists for transporting children from one chair to another. • Use of interactive ICT equipment: Specific equipment - fidget tools /footstools/weighted/blankets/Ear defenders • Occupational therapy			
Medium Term	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To use assessment information to improve access to the curriculum for SEND pupils.	• SENCO/Class teacher meetings/Pupil progress • SEN support plans reviewed 3 times per year • Scrutiny of assessment system • Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards support plan outcomes Provision mapping shows clear steps and progress made
	To monitor attainment of all pupils with a clear focus upon SEND pupils	• Phase leaders, SENDCO, SLT and Governors, closely monitor progress of all groups throughout the year.	Termly	Leadership team	All groups of children make substantial and sustained progress against relative starting points.
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired • Ear defenders –Sensory-ASC • Giving alternatives to enable disabled pupils to participate successfully in lessons	Ongoing	Whole school approach	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

		• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			
Long Term	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum coordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Short Term	Improve physical environment of school based on emerging/changing need.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure that all pupils can access the different areas and aspects of the building and learning provision	Appropriate displays used in classrooms and spaces and resources fully accessible	Ongoing	Teaching and non-teaching staff	Environment maintained so that it is accessible to all.
	Ensuring all with a disability are able to be involved	• Create risk assessments/ access plans for individual disabled children as part of support plan process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		• Assistance from specialised services, e.g. Local Authority Sensory Needs Team, Local Authority Occupational Therapy, will be sought where appropriate to carry out environmental audits and provide specific guidance			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	• To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. • Ensure Health care plans in place • Reviewed annually Health care plans • Medical Register in place	Provide frequent opportunities for information sharing– context and needs driven.	Head Teacher SENCO School nurse	Health care needs are identified and plans to support these are in place.
	Ensuring disabled parents have every opportunity to be involved	• Arrange interpreters from the RNID to communicate with deaf parents if applicable • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents	Provide frequent opportunities for information sharing– context and needs driven.	Whole school team with immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities so they are accessible to all pupils	• Look for funding opportunities	Ongoing	Whole school approach	Inclusive child friendly play areas.
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure carpark, roads, paths around school are as accessible and safe as possible.	Coordinate/Liaise with the County Council Communication with parents via safety messages /letters/walk to school week/Arbor/Facebook	Ongoing	HT PSHCE Coordinator	No accidents
	Our pupils are active, healthy and understand the ways they can help to look after their own emotional wellbeing	Enrich the curriculum and assemblies to develop physical and emotional wellbeing utilizing outside agencies wherever required and our own internal resources.	Ongoing	Curriculum Manager	Active, healthy and confident pupils

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure regular communication and updates for all parents/carers.	• Regular parental communication via Arbor (or any agreed adapted means.	Ongoing	All staff	Parents kept up to speed with information from school.
	To enable improved access to written information for pupils, parents and visitors.	• Use of symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Colour of paper in books • Audit, and replenish where required, the range of dyslexia friendly texts available in the school- lower reading level with more sophisticated stories for the older, struggling reader and also adopt dyslexia friendly font and page colours • Auditing the class libraries to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	Ongoing	SENCO English Leader	Children able to access information in appropriate forms and formats.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	• Information collected about new children. • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Support plan meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems –staff to be made aware and info kept in separate file in medical room • Training through medical professionals as required, via face to face training, PowerPoints or website resources e.g National College • Arbor updated for census	Annually	SENCO Class teachers Outside agencies Office staff	Each teacher/staff member aware of disabilities of children in their classes

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. Records on Arbor/ network/ protected	• Record keeping system to be reviewed. • Utilising new management system - Arbor • CPOMS is being fully utilised for uploading documents and recording conversations with parent and professionals	Continual review and improvement	Assessment Coordinator	Effective communication of information about disabilities throughout school.