

*Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values '*

# DUNNINGTON CE PRIMARY SCHOOL



## ACCESSIBILITY PLAN

**Date of Plan:** January 2026

**Date of Review:** January 2029

**Member(s) of staff responsible:** Headteacher and SENDCo

**Governor(s) responsible:** FGB

**Signature of Chair of Governors:**

Date:

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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 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

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Dunnington Primary School aims to embed a culture of inclusion, providing a universal offer which means every single child feels a sense of belonging and knows that they matter to us. We strive to ensure that any child considered vulnerable, including those with special educational needs or disabilities (S.E.N.D.), will have their needs met, will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum 2014, and will flourish during their time here at Dunnington.

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.

This plan takes account of the responsibilities and expectations outlined in the Yorkshire Learning Trust (YLT) Equalities and Diversity Policy.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

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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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the YLT funding agreement and articles of association.

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### 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with additional needs and/or a disability	<ul style="list-style-type: none"> <li>Our school offers an adapted curriculum for all pupils to ensure teaching and learning meets their needs.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>We are an ADHD Friendly School: resources are available in every classroom to support movement breaks, sensory breaks and self-calming strategies – children can access these whenever they require them.</li> <li>Classroom and school environment purposefully designed to reduce unnecessary stimulation and visual stress.</li> </ul>	Embed culture of inclusion to ensure all children feel a sense of belonging and Dunnington Primary School.	<ul style="list-style-type: none"> <li>Continue to embed ADHD Friendly School pledges - whole class access to sensory resources/ calming resources and movement.</li> <li>Continue to use of Zones of Regulation and Zones Check Ins in all classes.</li> <li>Learning Support Hub Referrals made as soon as it is felt that a child's needs are not being met.</li> <li>Best practice adaptive teaching strategies shared between staff – discussed in subject specific CPD meetings.</li> <li>Ensure three-point scales in place for children requiring additional support.</li> <li>Early Help used to support families who are struggling to meet needs of their child.</li> <li>Attendance at York's Belonging conference.</li> <li>Attendance at MAT Belonging and Mattering inset.</li> </ul>	Head SLT with a responsibility for pastoral SENDCo Class Teachers	Feb 2026	<ul style="list-style-type: none"> <li>Universal offer meets the needs of all learners - strategies inclusive rather than exclusive.</li> <li>Adaptive teaching embedded across subjects - learning walks and book looks demonstrate this</li> <li>Positive pupil/parent/staff voice - all feel that there is support for all children to regulate their behaviour and learn within the classroom.</li> <li>Continued reduction of CPOMs logs for incidents in and out of class</li> <li>Reduced use of suspensions</li> <li>Reduced use of reduced timetables, alternative provision and suspensions.</li> </ul>

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	<ul style="list-style-type: none"> <li>• A sensory room is available for pupils to access as they need and for others to complete timetabled sensory and movement breaks.</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Zones of Regulation is used across the school to support and develop self-regulation strategies, allowing children to be ready to learn and access the curriculum.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Develop assessment systems so progress of children with SEND can be clearly tracked, identifying clear and appropriate outcomes .</p> <p>Improve attendance of most vulnerable learners.</p>	<ul style="list-style-type: none"> <li>• Audit IEPs.</li> <li>• Staff training – setting outcomes.</li> <li>• Trial and possibly invest in Boxall Profile.</li> <li>• Introduce consistent pupil information page to be shared with all relevant staff.</li> <li>• SEND training day March 2026.</li> </ul> <ul style="list-style-type: none"> <li>• Engagement with York's attendance lead for advice and strategies.</li> <li>• Attend York attendance meets.</li> <li>• Ensure school's Early Help Process is sufficient and offered to those that need it.</li> <li>• Engage attendance advisor with Early Help.</li> <li>• Continued engagement with persistent absentee families.</li> <li>• Allocate pupil premium spending to support as appropriate.</li> <li>• Engage in fast track process when other avenues have not been successful.</li> </ul>	Head SLT with a responsibility for pastoral SENDCo Class Teachers	July 2026	<ul style="list-style-type: none"> <li>• IEPs have appropriate targets which are SMART and reviewed termly with family.</li> <li>• Assessment ensures progress can be tracked and clear next steps identified.</li> <li>• Pupil information pages created for all chd on the SEND register and shared with relevant staff.</li> </ul> <ul style="list-style-type: none"> <li>• Reduction in persistent absentees</li> <li>• Reduce attendance gap - EHCP/ disadvantaged</li> <li>• Attendance significantly above national and in line with similar schools.</li> <li>• Parent/ pupil voice demonstrates families feel supported to ensure that their child attends school.</li> </ul>

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			<ul style="list-style-type: none"> <li>● Learning Support Hub Referrals in place for children struggling to come to school.</li> <li>● Attendance at York's Belonging conference.</li> <li>● MAT Belonging and Mattering inset.</li> </ul>			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> <li>● Secure site, safe for all learners.</li> </ul>	To continue to provide a safe and secure environment for all pupils and staff.	<p>Audit fencing.</p> <p>Secure funding for fencing.</p> <p>New fencing to be fitted as appropriate.</p>	SBM	July 2026	Site remains secure.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print/ alternative format resources</li> <li>Pictorial or symbolic representations (visual time tables, communicate in print)</li> <li>Use of technology to support pupils (chrome books)</li> <li>Sensory and calming resources available in every classroom and designated sensory space.</li> </ul>	<p>To further improve and enhance the environment to ensure children's sensory needs are met.</p>	<p>Permanent sensory space created in reception classroom.</p> <p>Establish costings for outdoor sensory area.</p> <p>Secure funding for outdoor sensory trail.</p> <p>Create permanent sensory circuit resources around corridors.</p>	Headteacher, SENDCo, all teaching staff.	<p>April 2026</p> <p>July 2026</p> <p>July 2027</p>	Pupils with SEND have their needs met so they remain regulated and are able to fully access the curriculum at an appropriate level.

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and SENDCo.

It will be approved by the governing body.

## **5. Links with other policies**

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

- Equality and Diversity Policy
- YLT Accessibility Plan
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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