Dunnington C of E VA Primary School

Accessibility Policy and Accessibility Plan

We Care, We Believe, We Succeed – Together

Our Christian Vision

'Encourage one another and build each other up' (1 Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

Policy Author	Monica Hogan McDonagh – Headteacher
Policy Approved by	Emma Daniell – Chair of Governors
Date Approved	29th January 2026
Signed By Chair of Governors (Emma Daniell)	
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1. Introduction and Aims

At Dunnington CofE (VA) Primary School, we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

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.

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 and follows WCC policies and procedures with this matter

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.

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

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents 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 and to developing a culture of inclusion, support and awareness within the school. Our Accessibility Plan shows how access can be improved for pupils with disabilities, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and

cultural activities or school visits. It also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve 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 include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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.

3. Monitoring arrangements

This document will be re-read by the Headteacher every year, but may be reviewed and updated every 3 years and more frequently if necessary. Any proposed changes will be approved by governing board.

4. Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information report
- Supporting Pupils with Medical Conditions Policy

5. Action plan

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

Priority Definitions

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Budget Implications

N – None - Such recommendations are likely to be achievable with no revenue cost to the school.

OG - Ongoing Maintenance - Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

L - Low - Such recommendations are likely to be achievable for a budget of less than £1000

I - Intermediate - Such recommendations are likely to be achievable for a revenue budget of between £1000 & £5000. Such action may need allowing for at annual budget planning time.

H - High - Such recommendations are likely to be achievable for a capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

Access to information						
Audit Ref	**Audit Item**	**Suggested Actions**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task**
10.1.3	School website and social media content	Display policies on Access / Accessibility Plan on the website.	B	N	2026	HT/SLT
Access to site and facilities						
10.2.2 and 10.2.4	Arrangements for accessible parking	Consider arrangements for accessible parking and access to the main school building. Make suitable changes and ensure that adequate signage is in place.	B	L/I	2026/7	HT/SLT

10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign. 	C	L	2027	HT/SLT
		Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example: 	B	L	2026	
		Provide a seat with high back and arms. For example: 	B	L	2026	
		While the intercom is not working investigate if it is possible to install a bell to call for assistance close to the counter at a lower height and include signage. For example: 	B	L	2026	
		On signing in, ask your visitors if they require assistance should the fire alarm be activated or this could be added to the accessibility				

		signage currently next to the intercom. Move its position closer to the counter. Consider removing one of the plant pots to create space for a wheelchair user. As the counter is not wheelchair accessible, ensure a clipboard is kept close by for wheelchair or mobility aid users to lean on when signing in. Place a sign at the staff entrance to show it is also the accessible entrance. For example:  	B B B B	N N L L	ASAP ASAP ASAP 2026	
10.2.6	External areas, movement between buildings	Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear. As the access to the Year 1 classroom requires a large step up for small children, investigate the possibility of adding a step at an intermediate height or even the use of an anti-slip portable step. For example: 	B	L	2026	HT/SLT
10.2.10	Accessible Toilets	All accessible toilets to have coat hooks, hand drying facility and a mirror at an accessible height. Install an additional, vertical grab bar to the side of the mirror.	B B	L L	2026 2026	HT/SLT

		Consider creating an ambulant accessible facility in the SRP by adding contrasting, horizontal grab bars on the walls (either side of the toilet) and one on the back of the door.	C	L	2027	
10.2.13	School Signage (Internal and External)	Review signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example: 	B	L	2026	HT/SLT
10.2.18	Doors	Ensure staff are aware not to block vision panels with posters. Double check all doors regularly for any noisy closures as for hearing aid users the sound is amplified and can be excruciating. Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example: 	B B C	N N L	Ongoing Ongoing 2027	HT/SLT
Access to education						
Audit Ref	**Audit Item**	**Suggested Actions**	**Priority**	**Budget Implications**	**Target date for completion**	**Ownership of Task**
13.3	Consider improving the delivery of information to pupils or parents with a disability. The school already uses a	Send out a termly letter asking parents if they or their child need information or materials delivered to them in a different way.	B	N	2026	HT/SLT

	range of methods to deliver information: *Internal signage *Large print resources *Pictorial or symbolic representations					
13.3	Increase access to the curriculum for pupils with a disability. Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Curriculum review to identify how needs of pupils who need support are met. MTP and STPs checked by SLT. Pupils progress meetings look at progress of pupils who require support. The roles of any additional adults are clearly identified i.e. it is clear who is working with which pupils and what they will be doing. There is evidence of how feedback will be given to pupils who need support.	B	N	ongoing	HT/SLT

	Quote from Accessibility Audit, Sept 2025: *Dunnington CE Primary School makes every effort to promote inclusivity and offers all children access to their broad curriculum. The school understands that 'reasonable adjustments' must be made in some areas in order to ensure all children are included in all areas of the curriculum.*					