



Dundale Primary School & Nursery

‘Belonging, Achieving, Flourishing’

Accessibility Plan

Policy Review	
Review schedule	3 years
Date of Last Review	September 2026
Date of Next Review	September 2029

Dundale Primary School is committed to equality of opportunity for all pupils, staff, parents and carers. This policy has been written and reviewed with due regard to the Equalities Act 2010.

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

The purpose of this plan is to show how Dundale Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and visitors. Dundale Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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. Action plan

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

Section 1 : Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. The curriculum is regularly reviewed to ensure it meets the needs of all pupils. All classes have class profiles which record adaptations needed for individual children.

Maths and English progress and attainment is tracked for all pupils using the most appropriate system and is based on teacher assessment. For those who are working significantly below age related expectations we use CAPPS and all children's attainment is recorded on the school's MIS system.

Access to chromebooks - 2 sets across school

All children with Special Educational Needs have learning plans (recorded on Provision Map) which tracks their strengths & barriers, adaptations in class and interventions to support. These are reviewed at least on a termly basis.

There is a focus on early intervention to then support access to learning in the classroom. All children in Reception and Key Stage 1 are screened for any Speech & Language needs and established programmes are then put in place to support where needed. Children identified in KS2 are also screened. For more specialist support the school has access to time from a Speech & Language Therapist or Educational Psychologist as part of the Ridgeway Learning Partnership funding.

There is established support (pastoral, sensory and for those children with potential Emotional School Based Avoidance) across the school which may involve soft starts, sensory circuits or specific interventions)

There is an established Inclusion Forum across the Ridgeway Learning Partnership Trust which meets to discuss inclusion and support regularly.

There is equal access to sporting opportunities and the staff are given advice and support from external agencies where necessary, such as Occupational Therapy and specialist sports physiotherapists, on adjustments to be made to ensure equality of opportunity.

Enhanced transition support is in place for those who need it whether within Dundale school or for those moving between KS2 and KS3.

There is a strong focus on staff CPD development across both teachers and teaching assistants.

Objective	Next Steps / What to continue	Success Criteria	Responsible
Ensure all pupils with a disability make expected progress from their starting points and have improved access to the curriculum where needed	Whole-school adaptive teaching and responsive assessment development. Dundale will deliver a focused programme of professional development, coaching and collaborative planning for teachers and teaching assistants. The programme will prioritise: ensuring the learning intention is clear; explicit modelling and guided practice; vocabulary and language support; practical and visual representations; structured talk; manageable chunking; appropriate scaffolds; flexible grouping; effective deployment of teaching assistants; and planned challenge for pupils ready to deepen their learning.	All children making expected progress from starting points and clear case studies in place for those who are making slower progress Evidence shows gaps narrowing for progress and attainment	SLT
Whole school focus on developing the core skills needed in English and Maths	In English and mathematics, staff will identify essential knowledge and likely misconceptions, use questioning and checks for understanding during lessons, and adapt teaching promptly rather than waiting for end-of-term assessments. Implementation / relaunch of Handwriting scheme, spelling, times tables and maths fluency across the school with robust monitoring and ensuring misconceptions addressed in a timely manner	Evidence shows gaps narrowing for progress and attainment Children's confidence increasing in accessing curriculum	Maths / English Lead SLT
Develop and ensure access to professionals and appropriate interventions to support specific special needs e.g. EP, SALT	Continue screening and tracking for children where there are concerns and ensure these children are discussed and prioritised at Inclusion Forum meetings for access to Educational Psychologists or Speech & Language Therapists were needed. Investigate further use of Inclusion funding to potentially support this trust-wide.	Appropriate support is in place for identified children with timely intervention Strong networking links across the Trust in place to support inclusion across the three schools	Inclusion Lead
Improve attendance for key groups of children ensuring access to curriculum.	Implement clear support and monitoring procedures across the school which promote attendance, support where there are early concerns and have strong communication with parents and attendance plans where necessary. Continue to provide support to families that have difficulties in getting children into school and ensure a clear understanding as to barriers.	Attendance and persistent attendance is improving for key groups and strong communication links with parents	Inclusion Lead / Head Teacher
Ensure transition is as smooth as possible for all children and enhance support in place for those who need it between KS1 / KS2 and KS2/KS3	Maintain strong links with secondary school with clear information sharing and opportunities built across the two schools to support transition. Maintain open sharing of key information internally within the school through pupil profiles / learning plans to ensure that all staff 'know' our children and how to support in any transition	Children settle quicker during new academic years and children starting secondary school report confidence and being comfortable in their new setting. Attendance figures support this.	Inclusion Lead

Section 2 : Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

The school has a large site which is accessible for children and adults with all disabilities. The buildings have wheelchair access and we have disabled toilets in both KS1 and KS2 buildings. Pathways between school buildings and outside areas are accessible to all. We have designated disabled spaces for parking for visitors. If any staff are required to support those with physical disabilities appropriate training is given and 'Personal Evacuation Plans' are in place for children as required. The school has recently had lighting replaced and the physical environment is well lit and suitable for visually impaired learners. Adaptations are made to font size / writing materials to ensure they are suitable for visually impaired learners where needed. If further support or advice is needed from external agencies and specialist advisors this is sought. The school is also aware we have a number of children with sensory needs and we ensure the classroom environments support these. Sensory circuits and other sensory adaptations are in place where needed to ensure the children can access their learning without becoming dysregulated.

The school has a large outdoor space which is currently being developed to support all children, but particularly those who struggle to engage in learning. The school strongly feels that access to outdoor learning e.g. Forest school develops self-esteem, resilience and independence.

Objective	Next Steps / What to continue	Success Criteria	Person Responsible
Development of Forest school and outdoor learning area to support engagement with learning and development of the Dundale values and nurture support.	Complete re-development of Forest school area & pond to ensure Forest school sessions are able to continue Implement Forest school curriculum Ensure Cross-Curricular Orienteering lessons take place either class-wide or also group work to support. Investigate further options to develop outdoor environment to support engagement with learning - links with outdoor agencies e.g. Natural History Museum etc.,	Clear Forest school curriculum in place with area accessible to all with enriched learning opportunities Pupil voice shows positive engagement in Forest school area School pond area used proactively as part of the curriculum Cross-curricular Orienteering part of school curriculum - wider subjects	Head Teacher Forest School Leads

Section 3 : Improve the availability of accessible information to pupils, parents & visitors

Current Good Practice

At Dundale we have strong relationships with our families and community and work hard to ensure that there are open lines of communication and an open door policy to help not only children but the wider family if needed. All information sent by school can be accessed through a wide variety of written forms including newsletters, flyers and posters. We also have a school website which has all information shared and also replicated on. We use online communications with apps that parents sign up to and provide support if families are finding it difficult to access. Where we feel follow up phone calls / communication are needed, we do.

The school supports parents with literacy needs or no technology with completing forms and ensuring that applications for secondary schools and timelines are met. As a school we support families and develop signposting opportunities such as training and family support.

Objective	Next Steps / What to continue	Success Criteria	Person Responsible
Develop support to access information for families with English as an additional Language	Identify key families who may need support in accessing regular communication but struggle with language barriers and provide translations of documents where necessary Provide support to those identified parents regarding completing relevant forms	Families are confident in communication between school and themselves Key documents are completed currently and with support from school	SLT / Admin
Streamline key documents / procedures information for parents who have difficulty with literacy skills.	Identify key documents that may need streamlining / simplifying with use of AI to support families with literacy difficulties.	Families feel well supported and communication is open and accessible to all	SLT / Admin