



Accessibility Plan

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Signed:

(Chair of the Governing Board)

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how Dover Park Primary 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).

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.

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
- 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:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- 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.
- Monitoring this plan.

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.

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 annual Accessibility Audit. 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

4. Planning duty 1: Curriculum

	Target	What	Who	When	Outcome	Update
Short term	To continue to take into account pupils with SEND with regards to school trips and extra-curricular activities.	Needs of pupils with SEND are incorporated into the planning process for trips and triggers considered in the risk assessment/planning. Clubs and extracurricular activities to be considered, particularly around the number of children attending, the location and environment etc	Teachers, SENCO, EVO	Summer 2025/26	Planning of school trips takes into account pupils with SEND SEND children actively engage in the extra-curricular clubs as they meet their needs and interests	
	To ensure that children with SEND continue to access lessons and learning appropriate to them. To ensure that all children have equal access to the curriculum	Provide tablets, scaffolds and other adjustments to pupils with SEND. Follow IEPs and EHCPs. Audit of curriculum and adjustments made for individual children. Continued training for teachers on differentiating the curriculum from outside agencies and	Headteacher, Computing Lead, SENCO, External agencies	Summer 2025/26	Pupils with SEND can access lessons as a result of the use of adjustments including scaffolding, prompts and technology.	

		specialised professionals.				
	To ensure that all members of staff are aware of the SEND Code of Practice	<p>CPD provided to staff members, including an understanding of the SEND Code of Practice, the four broad categories of need and the graduated response</p> <p>Individual education plans and behaviour support plans are in place and understood by all members of staff at the school.</p>	Headteacher / SENCO	Summer 2025/26	<p>All teachers are aware of their responsibility to be teachers of SEND. Early identification improves and the tracking of children through progress meetings etc</p> <p>Referrals for support form agencies are timely for the children and impact on provision and learning. There is a consistent approach to the support for children with additional needs which results in less incidents of emotional dysregulation and increased wellbeing and learning</p>	
Medium term	To continue to ensure that staff members support pupils with SEND appropriate to their needs	Adaptive teaching training for different subject areas – make use of the National College training available.	Headteacher, external advisors, SENCO	Autumn 2026/27	Staff members have the skills to support children with SEND	

	Supporting 30% of pupils on SEND register and managing SEMH needs.	Embed the mini inclusive provision ; provide staff CPD on the graduated response and SEMH strategies	Headteacher, SENCO	Autumn 2026/27	Vulnerable children are regulated and 30% SEND cohort access appropriate learning	
	Inclusion for child with hearing impairment (HI).	Support TA through British Sign Language (BSL) training ; incorporate BSL signs into daily classroom routines		Autumn 2026/27	HI pupil communicates effectively; peers and staff use basic BSL to foster inclusion.	
	To continue to monitor and assess children's understanding and progress, addressing gaps in learning where necessary. To ensure all children have equal access to the curriculum	Audit of the curriculum. Appropriate adjustments to the curriculum made for children Use of technology to assist in learning. Audit of the curriculum through the lens of a SEND child	Headteacher, teachers and SENCO	Autumn 2026/27	Teaching staff are aware of the accessibility gaps in the curriculum and are addressing this through high quality teaching	
Long term	To increase staff and parental understanding of the needs of children with additional needs.	Calendar of events, workshops, coffee mornings etc with specific agencies to support families, staff and children. Parent Board added to website and newsletter with a focus on SEND. Joint training for	SENCO Headteacher	Summer 2026/27	Parents and school partnership around the provision of SEND and meeting the children's needs is in place. Staff and parental understanding of how to support children with SEND has improved.	

		parents and staff on key additional needs e.g Autism, ADD, ODD, ADHD, dyslexia, dyspraxia etc.				
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5. Planning duty 2: Physical environment

	Target	What	Who	When	Outcome	Review Notes
Short term	To provide a consistent learning environment which is accessible to pupils with a range of SEND needs e.g. visual/hearing impairments, SEMH and social communication difficulties	Staff training on the importance of a neutral palette to support regulation and learning. Neutral learning environment scheme to be developed. Consistent learning environment is in place across the school with clear non-negotiables e.g position of visual timetable, images used etc.	Headteacher SENCO Teachers	Summer 2025/26	Learning environment is accessible to SEND pupils with a range of different needs e.g. visual impairments, SEMH and social communication difficulties which results in reduced distraction, better outcomes and improved emotional regulation	

	To continue to ensure physical environment is accessible to all learners and visitors.	Audit of physical environment as part of Premises Health and Safety Walk. Repaint the yellow lines to make transitions and trip hazards around school.	Headteacher, SENCO, School Business Manager, Maintenance Officer, Premises Link Governor Manager Building surveyors	Summer 2025/26	School is aware of accessibility barriers to its physical environment and measures have been taken to ensure that these have been eradicated.	
Medium term	To monitor accessibility of the physical environment for each cohort of children presently at the school and those entering school each year.	Adapted as appropriate Liaison with OT and other agencies	Headteacher, SENCO School Business Manager, Maintenance Officer, building contractors	Autumn 2026/27	School buildings are fully accessible to all learners	
	To ensure that the playground development enables access for all children (ages, physical ability etc)	SENCO to be part of the review and development team Parent of SEND children to be involved in the development as it continues.	Headteacher, SENCO, School Business Manager Caretaker	Autumn 2026/27	Playground and play facilities will be accessible to all children and will result in enrichment of active playtimes to promote emotional and physical wellbeing	
	Accessibility of specialized provision areas.	Undertake refurbishment to ensure the mini inclusive provision area is fully physically accessible	SENCO, HT, Business Manager	Autumn 2026/27	The SEMH provision is accessible to all pupils, regardless of needs	

Long term	To improve the security of entry and exit to different parts of the school.	Review the access control to the school and upgrade to fob entry through different parts of the school, Ensure that all entry and exit points are wheelchair accessible.	Headteacher Maintenance Officer School Business Manager	Summer 2026/27	Access to different parts of the school are reduced for children when they become dysregulated to keep them safe.	
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6. Planning duty 3: Information

	Target	What	Who	When	Outcome	Update
Short term	To continue to ensure school information is accessible to all-particularly for pupils with hidden disabilities (Autism/SEMH)	Audit of information and delivery procedures. Review of visual timetables and "Now/Next" boards across all classrooms and the mini provision	Headteacher, SENCO, Administrative Assistant ICT support School Business Manager	Summer 2025/26	School is aware of accessibility gaps to its information delivery procedures and makes changes to engage all parent/carers, children and families. Pupils with comprehension/hidden disabilities navigate the school day independently	
	To develop workshop sessions and information sharing opportunities with families	Parent/Carer Board for SEND parents added to website and newsletter. Engagement with agencies to support families and children	SENCO	Summer 2025/26	School is aware of local services for converting written information into alternative formats	

		with SEND Calendar of events for SEND parents/carers and children to attend				
Medium term	To develop workshop sessions and information sharing opportunities with families	Parent/Carer Board on website and newsletter for SEND parents Engagement with agencies to support families and children with SEND Calendar of events for SEND parents/carers and children to attend	SENCO	Autumn 2026/27	There is an established model for support for parents through network meetings, coffee morning etc.	
Long term	To ensure the school website is accessible to children with SEND	Audit of website Parent	Headteacher SENCO, School Business Manager Admin Assistant	Summer 2026/27	Website is fully accessible and has a plethora of links to support families of SEND	

7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is in May 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.