

Daven Primary School Accessibility Plan 2026-2029



This plan should be read in conjunction with the school's Accessibility Policy.

Aim	Current practice	Actions	Person responsible	Time Frame	Success Criteria
Improving access to the physical environment					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Ramps Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	Fortnightly meetings with bursar and site manager to take place to ensure physical environment is checked.	Site manager Bursar	Fortnightly	The physical environment is maintained and adapted as and when needed.
Ensure all trip hazards of clear	Steps into Y1/2, Y4 and Y5/6 have black and yellow tape. Bumps that appear in the internal corridors have tape on.	Site manager to ensure trip hazards and clearly identifiable.	Site manager	As and when	Trip hazards and clearly identified
Improve access into school for those with physical disabilities.	School is accessible by all those with physical disabilities.	Audit access for those with physical disability.	LGB (Local Governing Board) – SEND Lead Site manager	Review audit annually	Visitors, children, staff and parents with physical disabilities are able to access school with ease.
Increasing the extent to which disabled pupils can participate in the school curriculum					
To ensure disabled pupils are able to access the curriculum	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations Coloured overlays A range of computing resources	SENDCo to assist staff in identifying pupils who need extra resources through the continuum of need and through the graduated approach. Staff to be signposted to specific PINS webinars.	SENDCO All teaching staff	Reviewed in SENDCo 1:1 meetings (termly)	Alternative resources and readily available and are used accurately.
To improve awareness of adaptation strategies to use for children with	- Sit 'n' move cushions, writing slopes, specialist pens. - Therabands in use	- Training for staff on physical / handwriting difficulties via PINS project.	SENDCo All teaching and support staff.	Reviewed throughout the graduated approach.	Alternative resources used when recommended by specialists.

physical difficulties.		-OH and/or SPOTTS referrals for pupils who need it.			
Improve adaptations for children with autism.	Staff audit own classrooms for sensory issues.	CEAT to review adaptations for children with autism. Staff complete PINS CPD sessions to support them cater to the needs of children with autism.	SENDCo All teaching and support staff.	Reviewed throughout the graduated approached.	Range of adaptations are documented in individual's school support plans.
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.	Class teachers to implement high-quality teaching, referring to key documents for ordinarily available provision. Staff to refer to PINS for specialist CPD Staff to implement key actions and interventions from SEND plans and 1:1 meetings. Subject coordinators to demonstrate how each area of the curriculum can be adapted to support the needs of all learners.	SENDCo All teaching and support staff.	Reviewed throughout the graduated approached. Ongoing subject coordinator and curriculum development work.	☑ Class teachers consistently deliver high-quality teaching, making effective use of key documents to inform ordinarily available provision. ☑ Staff regularly engage with PINS to access and apply specialist CPD in their practice. ☑ Staff implement agreed actions and interventions from SEND plans and 1:1 meetings with fidelity and consistency. ☑ Subject coordinators can clearly demonstrate how their curriculum areas are adapted to meet the needs of all learners.
Improving the delivery of information to disabled persons					
Improve the delivery of information to	School will make itself aware of the services available for converting	Investigate services available to	SENDCo Admin	Ongoing	Alternative formats available with

all stakeholders with a disability	written information into alternative formats	convert written information.			key staff aware of contact details. – Disabled people aware of availability of other formats.
To make school information accessible to stakeholders with literacy difficulties(e.g. dyslexia)	School will adapt written material to improve readability for those with literacy difficulties (e.g. change reading age).	Audit/Review range of literature (policies, letters, website) for readability.	SENDCo Admin	Ongoing	Alternative methods of sharing information available/in use. readability. Alternative methods of sharing information introduced e.g. telephone dates, talking tins to share messages

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and governing body.