

Delph Side Primary School Accessibility Plan 2026-2029



Overview of Aims

To increase the extent in which pupils with a disability can access the school curriculum.
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
To improve the availability of accessible information.

Introduction:

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act (1995), the Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice (SEND CoP 2015). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition of Disability

The Disability Discrimination Act (DDA) 2005 act has revised the definition of disability. The new definition is as follows:

- A physical or mental impairment which has adverse effect on the person's ability to carry out day to day activities.
- The effect of the disability must be substantial.

'A person has a disability 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 carry out normal day to day activities.'

Key Objective

Delph Side Community Primary School are committed to making all reasonable adjustments in order to remove barriers to accessing the curriculum, allowing all pupils and prospective pupils with a disability to be granted full access to full participation in all curricular and extra curricular activities that Delph Side Community Primary School has to offer.

Principles

Delph Side Community Primary School recognises it's duty under the DDA to:-

- Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not treat disabled pupils less favorably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

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In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

Delph Side Community Primary School recognises and values parents' knowledge of their child's disability and it's effect on his or her ability to carry out normal activities, and respects the parents and child's right to confidentiality.

Delph Side Community Primary School is committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum Framework (2000), which underpin the development of a more inclusive curriculum:

- Setting suitable challenges,
- Responding to pupils diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Accessibility Pledges

Education and Related Activities

Delph Side Community Primary School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. In addition, we are proactive in procuring advice from local partner Specialist schools.

Physical Environment

Delph Side Community Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Provision of Information

Delph Side Community Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

How information will be shared with parents

Parents will be informed directly about any adaptations that have been made to support their child accessing the curriculum. This may include adjustments to the school environment.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

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Aim 1: To increase the extent in which pupils with a disability can access the school curriculum				
Objective	Actions	Time Scale	Lead	Success Criteria
Ensure the curriculum is accessible to all learners	Review curriculum plans, assessment systems and enrichment opportunities to ensure they meet the needs of all learners.	On-going	Deputy Headteacher/SENCO	Pupils with disabilities access the full curriculum and make appropriate progress.
Develop high quality SEND provision across the school	Establish two new SEND bases to provide targeted intervention and support for pupils requiring additional provision.	2026-2028	SENCO/SLT	SEND bases operational and supporting identified pupils effectively.
Enhance Speech, Language and Communication support	Develop specialist intervention space within planned modular building and increase access to evidence-based SLC interventions.	2027-2029	SLT/SENCO/SBM	Improved communication outcomes and curriculum access.
Maintain staff expertise in SEND and inclusion	Deliver regular CPD relating to autism, sensory processing, SEMH, speech and language, visual impairment and medical needs.	Ongoing	SENCO	Staff confidence and competence demonstrated through practice.
Ensure pupils with SEND access the wider curriculum	Monitor participation in clubs, trips, residential visits and enrichment activities.	On-going	SLT	SEND pupils represented across all aspects of school life.
Strengthen pupil voice and parental engagement	Provide opportunities for pupils and parents to contribute to planning and reviewing provision.	On-going	SENCO	Positive feedback and co-production evident.

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Aim 2: To improve the physical environment of the school				
Objective	Actions	Time Scale	Lead	Success Criteria
Maintain a fully accessible site	Conduct annual accessibility audits of buildings, grounds and learning environments.	Annually	SBM/Site Supervisor	Barriers identified and addressed promptly.
Maintain specialist accessibility equipment	Ensure servicing and maintenance of lift and specialist equipment.	On-going	SBM/Site Supervisor	Equipment remains operational and compliant.
Improve provision for pupils with sensory needs	Complete development of immersive sensory room within the mainstream building.	2026-2027	SENCO/SBM	Sensory room operational and used effectively.
Ensure provision meets the needs of visually impaired pupils	Review signage, colour contrast, hazard marking and classroom layouts. Implement advice provided by specialist VI teacher	On-going	SENCO/Site Supervisor	VI pupils move safely and independently
Develop future SEND and intervention spaces	Create two new SEND bases and develop modular accommodation for targeted interventions.	2026-2029	Headteacher/SLT/Governors	Facilities completed and improving outcomes
Enhance EYFS accessibility and learning opportunities	Redevelop EYFS outdoor learning environment.	2027-2029	EYFS Lead/SLT	Inclusive, high-quality outdoor provision established.

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Ensure accessibility for pupils with medical needs	Review PEEPs, medical plans and risk assessments regularly.	Ongoing	SENCO/SBM	Appropriate plans in place and monitored.
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Aim 3: To improve the availability of accessible information

Objective	Actions	Time Scale	Lead	Success Criteria
Ensure all communication is accessible	Provide information through multiple formats including printed materials, electronic communication and verbal support.	Ongoing	Office Team	Parents access information in suitable formats.
Improve accessibility of school website and online information	Review website accessibility compliance annually.	Annually	SBM	Website remains compliant and accessible.
Support families with EAL or communication needs	Use translation services and interpreting support where required.	Ongoing	EAL Lead	Families understand key information.
Ensure classroom information is accessible	Develop dyslexia-friendly classrooms and accessible teaching resources.	Ongoing	SENCO/Teaching Staff	Resources support independent learning.
Promote accessible communication strategies	Expand use of visual timetables, symbols, communication boards, Makaton and assistive technology.	Ongoing	SENCO	Pupils communicate effectively.

Management, coordination and implementation

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The SENCO and governing body of Delph Side Community Primary School are responsible for this plan and will report on it annually. The SENCO will review and revise the plan on an annual basis and report to governors.

Availability of the school's plan

This plan is available to view/download from the school's website: www.delphside.lancs.sch.uk or can be obtained as a paper version from the school's office.

Liz Burton – SENCO