



Accessibility Plan

2025 - 2028

Statement:	Accessibility Plan
Date approved:	September 2025
Date for review:	September 2028
Governor Committee Responsibility:	Finance and Premises/ Standards and Effectiveness Committee.

1. Background

Duke Street Primary School is committed to providing an inclusive environment that ensures all pupils, staff, parents and visitors are able to participate fully in school life.

We aim to remove barriers to learning and participation for pupils with disabilities and special educational needs. Every member of our school community is welcomed and valued regardless of sex, race, religion or belief, disability or learning need. This accessibility plan focuses on a wide range of disability associated with pupils with a range of learning difficulties, autism and complex medical needs.

Pupil achievement is celebrated as part of our approach and 'ICARE' values, that encourages and supports pupils to be as independent as possible so that they are best prepared for adulthood and the opportunities available once they leave school.

Governors are responsible for ensuring the implementation, monitoring and review of this plan.

2. Legislation and guidance

This Accessibility Plan has been developed in accordance with:

- The Equality Act 2010
- Schedule 10 of the Equality Act 2010 (Accessibility for Disabled Pupils)
- The SEND Code of Practice (2015)
- Department for Education guidance on the Equality Act 2010
- The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018

Under the Equality Act 2010, a person is defined as disabled if 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.

Schools have a duty to make reasonable adjustments for disabled pupils to prevent them from being placed at a substantial disadvantage compared with non-disabled pupils.

3. Definition of Disability

The Equality Act 2010 defines disability as:

"A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

"Long-term" is defined as lasting, or likely to last, for at least 12 months. "Substantial" means more than minor or trivial.

This includes, but is not limited to:

- sensory impairments (vision or hearing)
- physical disabilities
- autism spectrum conditions
- medical conditions such as diabetes, epilepsy or asthma
- learning disabilities

4. Purpose of the Accessibility Plan

The purpose of this plan is to ensure the school continues to improve access for disabled pupils by:

1. Increasing access to the curriculum
2. Improving the physical environment of the school
3. Improving the availability of accessible information

This plan supports the school's wider commitment to inclusive practice and works alongside the following policies:

- SEND Policy
- Equality Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Duke Street Primary School Local Offer and SEND Information Report

5. Current Accessibility Arrangements

The school already has a range of measures in place to support accessibility including:

- inclusive teaching approaches and adaptive teaching strategies
- support from specialist services
- accessible entrances and circulation spaces
- disabled toilet facilities
- visual supports and alternative communication methods
- assistive technology where required

Accessibility is reviewed regularly through site audits, SEND reviews and feedback from pupils, staff and families.

6. Aims

Aim 1: Increase access to the curriculum

The school will ensure that pupils with disabilities have access to a broad and balanced curriculum. This includes participation in teaching and learning, enrichment activities, educational visits and extra-curricular opportunities.

Strategies include:

- adaptive teaching and differentiated learning
- staff training in SEND and inclusive practice
- use of specialist advice (Educational Psychologist, Hearing Impairment Team, Vision Impairment Team etc.)
- assistive technology and specialist resources

Aim 2: Improve the physical environment

The school will continue to improve the physical environment to enable pupils, staff and visitors with disabilities to access education and school facilities.

This may include:

- improving access routes
- ensuring accessible toilets and hygiene facilities
- adapting classrooms where necessary
- providing specialist equipment

Aim 3: Improve access to information

The school will ensure information is available in accessible formats for pupils, parents and visitors where required.

Examples include:

- large print
- simplified text
- visual supports
- translated materials
- alternative digital formats

7. Accessibility Action Plan

A. Improving Access to the Physical Environment

Action	Responsibility	Resources/Funding	Timescale	Success Criteria
Annual audit of entrances, corridors and shared spaces	Headteacher / Governors	School budget	Annually	Barriers identified and addressed promptly
Parking for disabled badge holder.	Headteacher	Premises budget	Ongoing	Area provided with disabled parking for staff, parents and visitors.
Ramps and flat surface entrance and exit points from all entrance/exit points.	Headteacher/ Governors	Premises budget	Ongoing	Access is flat for all wheel chair access
Maintain disabled toilet and hygiene facilities	Site Supervisor / Headteacher	Premises budget	Ongoing	Facilities remain accessible and fit for purpose
Adapt classrooms where required (e.g. furniture layout, writing slopes, sensory supports)	Headteacher / SENDCo	SEND budget	As required	Pupils access learning spaces safely and independently
Maintain changing facilities in the resource base	Headteacher/ Governors/ SENDCo	SEND budget	Ongoing	So children with toileting needs can be changed.
Wet Room facility (to be reinstated should the matter arise	Headteacher/ Governors/ SENDCo	Premises budget	As required	To enable people with physical disabilities to be changed and

and be fully audited to check for safety)				showered, if needed.
---	--	--	--	----------------------

B. Improving Access to the Curriculum

Action	Responsibility	Resources/Funding	Timescale	Success Criteria
Provide staff training on adaptive teaching and SEND	SENDCo/ Assistant SENDCo	CPD budget	Ongoing	Inclusive practice embedded across school
Use of specialist teachers to support adaptations to the curriculum and wider environment (EP, VIST, HIST etc...)	SENDCo	SEND budget - Specialist teacher pots	Ongoing	Inclusive practice embedded across school
Create low-stimulus learning environments that support regulation and participation	SLT/ Class Teachers/ SENDCo/ Governors	School Budget	Ongoing	More access available in class and calmer children
Use assistive technology and specialist resources	SENDCo	SEND budget	As required	Pupils make progress and access learning
Ensure educational visits and available clubs are accessible	Class Teachers / SLT	School budget	Ongoing	All pupils participate safely

Termly review of provision maps and ILPs	Assistant SENDCo	School budget	Termly	Provision remains effective and responsive
--	------------------	---------------	--------	--

C. Improving Access to Information and Communication

Action	Responsibility	Resources/Funding	Timescale	Success Criteria
Provide information in alternative formats on request. (large print, simplified text, visual supports, Braille)	SENDCo / Admin Team	School budget	As required	Information accessible to all families
Support families with additional communication needs	Headteacher / SENDCo/ Outreach team	School budget	Ongoing	Improved engagement with parents
Annual review of website accessibility	Benchmark/ Computing Lead/ SLT	School budget	Annually	Website meets accessibility expectations

5. Monitoring and Review

This Accessibility Plan will be monitored annually by the Governing Body.

The plan will be fully reviewed every three years or sooner if required in response to:

- changes in legislation
- changes to the school environment
- feedback from pupils, staff or parents

The governing body will ensure the school continues to meet its duties under the Equality Act 2010.

Signed (SENDCo): *L Reay*

Signed (Co-Headteachers): *A Kidd S Ridley*