



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.

At Duke Street Primary School, each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. 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 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Aims

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the delivery of information to pupils, parents and visitors with disabilities.

4. 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
Make reasonable classroom adaptations where required	Headteacher / SENDCo	SEND budget	As required	Pupils access learning spaces safely and independently
Changing table in the resource base	Headteacher/ Governors/ SENDCo	SEND budget	Ongoing	So children with toileting needs can be changed.

Wet Room facility (to be reinstalled should the matter arise and be fully audited to check for safety)	Headteacher/ Governors/ SENDCo	Premises budget	As required	To enable people with physical disabilities to be changed and showered, if needed.
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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
Low stimulate, natural classrooms are organised to promote the participation and independence of all pupils and to reduce stimulants.	SLT/ Class Teachers/ SENDCo/ Governors	School Budget	Ongoing	More access available in class and calmer children
Use assistive technology and	SENDCo	SEND budget	As required	Pupils make progress and access learning

specialist resources				
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 and reviewed every three years, or sooner if required. The plan should be read alongside the SEND Policy, Equality Policy, Health and Safety Policy and the Duke Street Primary School Local Offer and information report.

Signed (SENDCo): *L Reay*

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