



Accessibility plan

2025- 2027

Section 1: Vision statement

Schools are required to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of Dovedale Primary School's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The plan is to be reviewed and updated at least every three years.

Section 2: Schools' aims

At Dovedale Primary School we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. This is reflected in our school aims:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners and to help them mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities.
- To celebrate differences together through happy, safe and inclusive learning.
- Be compassionate and accepting of all.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Dovedale Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Dovedale Primary School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. Risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Section 3: Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Dovedale Primary has close working relationships with its feeder nurseries and pre-schools with transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Liverpool SEND team, outreach services, health professionals and Educational Psychology Service, our Inclusion Manager manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding. The school's SLT and Pastoral Support Team also provide additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. In addition to this, the school works closely with specialist services. The school's governors, Inclusion Manager, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs.

Every curriculum statement has inclusion as a priority in its Intent e.g. English-'At Dovedale Primary School, it is our intent to inspire all our pupils, including those with SEND and our vulnerable children, to write by delivering an engaging and exciting curriculum. Additionally, we aim to help all children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners.'

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Inclusion Manager/Pastoral Support team to access Early Help and other agencies, e.g. YPAS
- Mentor programme for support following bereavement, grief or loss, referrals to more specialist agencies e.g. Butterflies
- Advice, assessment and support from Speech and Language Therapist
- Teaching assistant for S&L intervention, including social communication
- Jigsaw whole class and small group work (Social and Emotional Aspects of Learning)
- iPads / access technology
- Range of literacy interventions
- Fine and gross motor skills programmes
- Dyslexia friendly reading books and tailored support
- Access to ALL extra-curricular activities and clubs, school visits, residential and peripatetic instrumental tuition
- Specific clubs set up to meet identified need from pupil voice e.g. Crochet

- Coffee Mornings for pupils with SEND and their parents, carers and siblings
- ASD Workshops for parents and carers
- Nurturing Parent Programme delivered by PST
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- All children access Forest School Outdoor learning for one morning for a half term in each year
- Use of specialist diagnostic assessments
- Transition arrangements, planning and support for both EYFS and year 6

Dovedale Primary School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils, irrespective of race, faith, gender or ability. Resources and activities are chosen to show disability and diversity positively.

Assemblies are delivered each term by the Inclusion Manager, that focuses on a different area of neurodiversity. Members of staff and parents that have a SEND or disability are also interviewed about their needs and strengths.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access. In addition, the environment is continually enhanced.

The Playground has a designated 'Quiet Area' where the pastoral team are based each lunchtime, where children that find the main yard overwhelming can play or enjoy quieter activities.

There is a Sensory room in the Infant building.

Current Actions: Improving the delivery of information to people with a disability

School staff are aware of the services available for converting written information into alternative formats. Parents are provided information electronically but are always offered paper copies if they would prefer that.

The Inclusion and Pastoral team staff offer parents/carers the opportunity to come into school and have support whilst completing referrals to outside agencies, if required.

Section 4: Review and Implementation

The Accessibility Plan is reviewed annually by the Local Governing Body. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of SEN Support Plan (SSP) process	October	Inclusion Manager/SENDCo	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
2. School staff are better aware of access issues.	Health-care plans written with parent, outside professionals and where appropriate, pupil for children with significant medical needs Provide information and training on disability equality for all staff.	Autumn 1	Headteacher/governing body Mrs Dwan	Raised confidence of staff and governors in commitment to meet access needs. All staff, including support staff aware of children's medical needs e.g. epilepsy
3.Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children	Summer 1	SENDCo Headteacher	All disabled children and staff working with them are safe and confident in event of fire
4.Wellbeing Garden to be created	Funding bids to be completed Garden to be planned, with children's ideas incorporated	Summer Term 2025 Autumn Term 2025	Mrs Jones Mrs Norfolk/Mrs Keogh RRA/WBA children	The front garden is a calming area and meets sensory needs of the children

5. Sensory Room in the Junior building	The Hub to be converted into a small sensory room Funding to be raised for resources	Autumn 2025/Spring 2026	Headteacher Inclusion Manager SENDCo	Effective space that can be used to support children's sensory regulation throughout the school day is available in both buildings
6. Ensure all common facilities are accessible to disabled children	Relocate any classrooms where necessary	Ongoing	Headteacher and SLT	All common facilities are on the ground floor.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
1. Increase confidence of staff in adapting the curriculum to meet needs of all learners	a) Undertake audit of staff training needs on curriculum access. (particularly new staff) b) Assign in service day to training identified e.g. dyslexia, subject adaptation, alternative recording	Ongoing	Inclusion Manager SENDCo Curriculum Managers: Mr O'Toole Mrs Dwan YGL Curriculum Leads	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access relevant CPD courses each year	Ongoing	J Jones Inclusion Manager SENDCo	Raised confidence of TAs and 1:1s as above.
3. Sensory circuit to be housed in the KS2 building	Location to be sought in KS2 building for indoor sensory circuit Resources to be purchased Staff to be allocated to oversee the children completing the circuits	Spring 2026	SENDCo Headteacher	Sensory Circuits to be available for wider group of children to support regulation and ensure optimum state of arousal for learning
4. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff- Class Profiles using Arbor	Ongoing Staff Meetings	Inclusion Manager SENDCo Business Manager Inclusion Team Clerical assistant	All staff, including supply and PPA staff aware of individual pupils' access needs.

5. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software	Ongoing	Inclusion Manager SENDCo Mrs Thomas-computing lead	Wider use of SEN resources in mainstream classes.
6. Ensure all school trips and residential are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate residential locations to ensure accessibility for all pupils Appropriate Risk assessments	Ongoing	Headteacher A.McLaren YGL Class Teachers	All children in school able to access all school trips and take part in range of activities.
7. Implement Effective use of The Engagement Model (TEM) for children that are working Pre- key stage	Relevant staff to receive training Training to be disseminated to all relevant teachers and LSAs Trial Evidence for Learning software 1:1 LSAs to start using TEM to record progress TEM to be used to report to parents during Annual Reviews and at the ends of EYFS/KS1 where appropriate	Autumn 2025	Inclusion Manager SENDCo AHT EYFS EYFS/Y1 Class teachers Inclusion Manager Head teacher	Small steps of progress can be recognised and celebrated for the 5 areas of TEM; Anticipation, Initiation, Explanration, Realisation Persistence Planning is personalised for the child
8. Review PE Curriculum and make any necessary adaptations to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Review PE curriculum	Ongoing	A Powell J Hughson PE Coaches H Dwan	All children able to access PE and disabled children more able to excel in sports.

	to include disability sports			
9. Review all curriculum areas to include disability issues	<p>a) Include specific reference to disability equality in all curriculum reviews</p> <p>b) Develop PSHE curriculum to address disability equality issues</p> <p>d) Have section on disability equality and curriculum access on staff share</p>	Ongoing	<p>Inclusion Manager to oversee and ensure all needs are met.</p> <p>Headteacher/Subject leaders</p>	<p>Gradual introduction of disability issues into all curriculum areas.</p> <p>Curriculum resources include examples of people with disabilities</p>
10.Improve knowledge of Gestalt language processes	To provide training for relevant staff in the Gestalt language processes and how to support language acquisition for children with this process	<p>Summer term 2025 LSAs</p> <p>Autumn term 25 Teachers</p>	<p>SENDco</p> <p>Inclusion Manager</p>	<p>Staff are aware of how to support language acquisition for children with this process</p> <p>Children progress through the GLP stages and begin to use language in context to communicate</p>
11. Develop consistent approach to adaptation and alternative recording in school	<p>a) SENDCo to attend PPA meetings each half term to support with curriculum adaptations</p> <p>b) Organise staff meetings and attend PPA to share good practice</p>	Ongoing	SENDCo -Mrs Milton	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
12. Ensure SEND/disabled children participate equally in after school and lunch time activities	<p>a) Survey participation in clubs at lunch and after school by disabled children</p> <p>b) Organise additional activities for excluded pupils</p>	<p>Ongoing</p> <p>"</p>	<p>Amanda Grey</p> <p>Headteacher</p> <p>J.Kirkwood</p> <p>H.Dwan</p> <p>Inclusion team</p>	Disabled children confident and able to participate equally in out of school activities.

13. Ensure all staff have undertaken disability equality training	<p>a) Set up Inset training for all staff on disability equality, explore support from Special Schools.</p> <p>b) Ensure new staff access similar CPD courses</p>	Ongoing	Headteacher Mr Jones	All staff work from a disability equality perspective.
14. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for relevant staff to observe their curriculum area at Local Special School	Ongoing	Inclusion Manager SENDCo EYFS AHT	Increased confidence of staff in developing their curriculum area accessibly.
15. Develop system for involving TA's in curriculum planning for children that are working significantly below the ARE/Pre- key stage	Organise meetings with Teachers and TAs to discuss individual pupils. Teachers and TAs to meet to discuss planning and share ideas	Ongoing	SENDCo Class teachers 1:1 LSAs	Improved involvement of TA's in planning and evaluation of lessons.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
1. Review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print 	Annually from September	Headteacher	All parents getting information in format that they can access e.g. paper copy, large print.
2. Ensure all staff are aware of guidance on accessible formats	<ul style="list-style-type: none"> a) Distribute guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information 	Annually from September	Inclusion Manager	Staff start to produce routine information to children in more accessible ways. All worksheets are in a dyslexia friendly formats
3. Reception booklet to be accessible	<ul style="list-style-type: none"> a) Seek advice making information accessible b) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN 	June 2025	Headteacher D Newby Inclusion Team	Parents/carers feel confident in the information they have about the school.

<p>4. Produce accessible leaflet and increase support for parents of disabled children</p>	<p>a) Work with parents of disabled children to produce an accessible SEN, curriculum info and Mentor support leaflets for the school. b) Set up a parents' group for training and support c) Establish a parent's information board on SEN / disability issues</p>	<p>2025</p>	<p>Inclusion Manager</p>	<p>Increased confidence of parents of disabled children and those with SEN to support their children's education.</p>
<p>5.Children become more aware of their own learning styles and access needs</p>	<p>a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles</p>	<p>Ongoing</p>	<p>Inclusion Manager YGL All teachers</p>	<p>Children able to articulate their access needs and understand their own learning styles.</p>