

Dunton Green Primary School

Accessibility Plan 2026–2029

Date approved: September 2026

Review period: 2026–2029

Next full review: September 2029

1. Purpose of the Plan

Dunton Green Primary School is committed to providing an inclusive environment in which all pupils, including pupils with disabilities, medical conditions or other access needs, are able to participate fully in school life.

Our key objective is to reduce and, wherever reasonably possible, eliminate barriers to access to the curriculum, the physical environment and information.

The school will make reasonable adjustments to meet individual needs and will plan proactively for pupils who may require additional or adapted provision.

This Accessibility Plan should be read alongside the school's Equality Information and Objectives, SEND Information Report and other relevant school and Trust policies.

2. Our Approach to Accessibility

Accessibility planning at Dunton Green Primary School focuses on three key areas:

- 1. Increasing the extent to which disabled pupils can participate in the curriculum.**
- 2. Improving the physical environment to enable disabled pupils to take greater advantage of education, benefits, facilities and services provided by the school.**
- 3. Improving the availability of accessible information to disabled pupils and members of the school community.**

Accessibility is considered as part of the school's ongoing planning, decision-making, curriculum development, premises management and individual pupil provision.

Aim 1: Increase Access to the Curriculum

Dunton Green Primary School aims to ensure that pupils with disabilities, medical conditions, SEND or other access needs are able to participate as fully as possible in the curriculum and wider life of the school.

Target	Actions / Strategies	Timescale	Responsibility	Success Criteria
Identify accessibility needs before pupils start school	Liaise with parents, pre-school providers and other professionals before children enter Reception. Identify any adaptations, resources, staffing or training required.	May-July annually and as required	Head of School, SENCO, EYFS Leader	Appropriate provision is identified and, wherever reasonably possible, in place before the pupil starts school.
Plan effectively for pupils transferring to Dunton Green during the school year	Liaise with previous schools, parents and relevant professionals to identify accessibility requirements and additional provision.	As required	Head of School, SENCO	Pupils transferring into school are supported effectively and unnecessary barriers are minimised.
Ensure teaching and learning are accessible	Use high-quality adaptive teaching, appropriate resources, reasonable adjustments and additional adult support according to individual need.	Ongoing	Head of School, SENCO, teachers, support staff	Pupils are able to access teaching, learning and the wider curriculum as fully as possible.
Ensure appropriate specialist advice is accessed	Work with relevant external professionals and services where specialist advice, assessment, equipment or training is required.	As required	SENCO, Head of School	Specialist advice informs provision and reasonable adjustments.
Ensure assessment arrangements are accessible	Identify and implement appropriate access arrangements for statutory assessments in accordance with relevant requirements.	Annually / as required	SENCO, Assessment Lead, teachers	Eligible pupils receive appropriate access arrangements.

Target	Actions / Strategies	Timescale	Responsibility	Success Criteria
Support full participation in trips, clubs, enrichment and wider school activities	Consider accessibility when planning activities and make reasonable adjustments wherever possible. Undertake individual risk assessments where appropriate.	Ongoing	Teachers, SENCO, Head of School	Pupils with additional access needs are supported to participate in the wider life of the school.
Maintain staff knowledge and confidence	Identify relevant staff development needs and provide training relating to SEND, disability, medical conditions and accessibility where required.	Ongoing	Head of School, SENCO	Staff understand individual needs and are confident in implementing agreed provision and adjustments.

Aim 2: Improve and Maintain Access to the Physical Environment

Dunton Green Primary School will consider accessibility when maintaining, developing and refurbishing its premises.

The school currently provides:

- step-free access into the main school building and classrooms;
- a lift providing access where there is a change of level;
- an accessible toilet;
- accessible playground provision;
- accessible hall and dining facilities via the lift; and
- accessible parking or an appropriate drop-off point.

There are **three steps within the site**, with lift access available as an alternative route. There are also some areas where doors, steps, slopes or other physical features may present additional access considerations.

There are currently no known significant issues relating to lighting, acoustics, signage or the sensory environment.

At the date of this plan, no pupils require specific physical adaptations to the premises.

Target	Actions / Strategies	Timescale	Responsibility	Success Criteria
Maintain existing accessible routes and facilities	Ensure step-free routes, lift access, accessible toilet facilities and accessible entrances remain available and appropriately maintained.	Ongoing	Head of School, Site Team / Trust Estates Team	Existing accessible facilities remain safe, usable and available when required.
Monitor areas where physical access may be more difficult	Review doors, steps, slopes and other potentially restrictive areas when an individual access need arises. Identify appropriate alternative routes or reasonable adjustments.	Ongoing and as required	Head of School, SENCO, Site Team / Trust Estates Team	Individual access barriers are identified promptly and addressed wherever reasonably possible.
Consider accessibility when premises work is undertaken	Any future refurbishment, maintenance or alteration will consider the needs of people with physical disabilities and sensory impairments, including access, lighting, signage, colour contrast, facilities and fittings where relevant.	Whenever works are planned	Executive Headteacher, Head of School, Trust Estates Team	Accessibility considerations are incorporated into relevant premises decisions.
Ensure safe emergency evacuation	Develop individual emergency evacuation arrangements or Personal Emergency Evacuation Plans where required. Ensure relevant staff understand agreed procedures.	As required	Head of School, SENCO, Site Team	Pupils, staff and visitors with additional mobility or access needs can be evacuated safely.
Respond to changing pupil needs	Undertake an individual accessibility assessment where a pupil develops or enters school with physical, sensory or medical access requirements.	As required	Head of School, SENCO, Executive Headteacher / Trust Estates Team where premises alterations are required	Appropriate reasonable adjustments are considered and implemented according to individual need.

Target	Actions / Strategies	Timescale	Responsibility	Success Criteria
Review accessibility of the site regularly	Consider accessibility as part of routine premises reviews, health and safety monitoring and estate planning.	At least annually	Head of School, Executive Headteacher, Trust Estates Team	Emerging accessibility issues are identified and appropriate action considered.

There are currently **no specific accessibility-related refurbishment projects planned during the 2026–2029 period**. This will not prevent the school or Trust from making reasonable adjustments or undertaking necessary work should the needs of a pupil, member of staff or visitor change.

Aim 3: Improve Access to Information

Dunton Green Primary School aims to ensure that information is accessible to pupils, parents, carers, staff and visitors.

Target	Actions / Strategies	Timescale	Responsibility	Success Criteria
Provide accessible information for pupils	Adapt written and visual information according to individual need. This may include enlarged text, visual prompts, simplified language or alternative formats.	As required	Teachers, SENCO	Pupils can access the information they need to participate in their education.
Make reasonable adjustments for parents and carers	Identify communication or accessibility requirements and provide reasonable adjustments or alternative formats where appropriate.	As required	Head of School, SENCO, Office Team	Parents and carers can access key information and engage with their child's education.
Respond appropriately to language and communication needs	Consider alternative methods of communication or additional support where a pupil or parent requires it.	As required	SENCO, Office Team, teachers	Communication barriers are reduced wherever reasonably possible.

Target	Actions / Strategies	Timescale	Responsibility	Success Criteria
Ensure digital information is accessible	Consider accessibility when creating or publishing significant digital information and documents.	Ongoing	Head of School, Office Team	School information is presented as clearly and accessibly as reasonably possible.
Review individual information needs	Discuss communication and information requirements with families when specific needs are identified.	At admission and as required	SENCO, teachers, Office Team	Individual requirements are understood and appropriate arrangements are made.

3. Individual Reasonable Adjustments

The school recognises that accessibility requirements vary considerably between individuals.

Where a pupil, prospective pupil, parent, member of staff or visitor has a disability or other significant access need, the school will consider the circumstances individually.

This may include:

- adjustments to teaching and learning;
- alternative or adapted resources;
- specialist equipment;
- changes to seating or classroom organisation;
- alternative routes around the premises;
- use of the school lift;
- individual risk assessments;
- Personal Emergency Evacuation Plans;
- adaptations to school activities or visits;
- alternative formats for information; and
- advice and support from external professionals.

Reasonable adjustments will be determined according to individual circumstances rather than through a standard approach.

4. Working with Pupils and Families

Effective accessibility planning depends upon understanding individual needs.

The school will work collaboratively with:

- pupils;
- parents and carers;
- previous educational settings;
- health professionals;
- local authority services;
- specialist teachers and therapists; and
- other relevant professionals.

Parents and carers are encouraged to inform the school of any accessibility requirements so that appropriate arrangements can be considered.

5. Monitoring and Review

This Accessibility Plan is a working document.

The **Head of School** will oversee its day-to-day implementation, working with the SENCO, staff and Site Team.

The **Executive Headteacher** will maintain strategic oversight and will work with the Trust Estates Team where significant premises, resource or strategic decisions are required.

Progress will be monitored through the school's normal arrangements for SEND, equality, premises management, health and safety and school improvement.

The Governing Body will provide oversight and challenge.

The plan will also be reviewed when:

- a pupil with significant new accessibility requirements joins the school;
- the needs of an existing pupil change significantly;
- significant building or refurbishment works are planned;
- accessibility concerns are identified; or
- changes in legislation or statutory guidance require amendment.

The full plan will be reviewed at least every three years.

6. Responsibilities

The Governing Body will:

- ensure that the school meets its statutory accessibility duties;
- monitor implementation of this plan;

- consider accessibility when making strategic decisions about the school premises and provision;
- hold leaders to account for responding appropriately to identified barriers; and
- provide appropriate challenge and oversight.

The Executive Headteacher will:

- hold overall strategic responsibility for accessibility at Dunton Green Primary School;
- ensure that the school meets its statutory accessibility duties;
- ensure accessibility is considered within strategic planning and resource allocation;
- oversee significant decisions relating to premises adaptations or substantial reasonable adjustments;
- work with the Trust Estates Team where significant premises adaptations are required; and
- report to and support the Governing Body in its oversight of accessibility.

The Head of School will:

- oversee the day-to-day implementation of the Accessibility Plan;
- ensure agreed reasonable adjustments are implemented;
- respond to emerging accessibility needs and barriers;
- ensure accessibility is considered in the organisation of day-to-day school activities;
- work with the SENCO, staff, pupils and families to support full participation;
- ensure individual emergency arrangements are established where necessary; and
- raise significant accessibility, resource or premises issues with the Executive Headteacher.

The SENCO will:

- identify and monitor individual accessibility needs;
- coordinate provision and reasonable adjustments where appropriate;
- support transition planning;
- liaise with pupils, families, staff and external professionals;
- advise staff on strategies to support individual pupils; and
- monitor the effectiveness of agreed provision.

The Trust Estates Team / Site Team will:

- maintain existing accessible facilities and routes;
- respond to premises-related accessibility concerns;
- consider accessibility within maintenance, refurbishment and estate planning;
- advise leaders on potential physical adaptations; and
- support the implementation of agreed premises improvements where required.

All staff will:

- have regard to the accessibility needs of pupils;
- implement agreed reasonable adjustments;
- raise emerging concerns with the Head of School or SENCO; and
- promote inclusive participation in all aspects of school life.

7. Links with Other Policies and Information

This plan should be considered alongside relevant school and Trust documentation, including:

- Equality Information and Objectives;
- SEND Policy;
- SEND Information Report;
- Supporting Pupils with Medical Conditions Policy;
- Health and Safety Policy;
- Fire Safety and Emergency Evacuation arrangements;
- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Admissions arrangements; and
- relevant risk assessments.

Approved by: Governing Body

Date: September 2026

Review date: September 2029