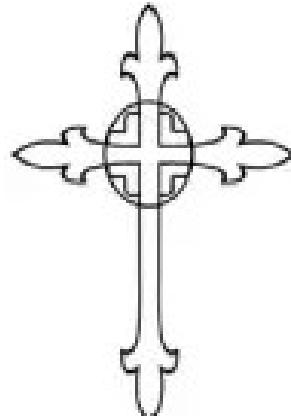


# Dalton St. Michael's CE Primary School



## Accessibility Plan (2026-2029)

Agreed by Governing Board on 19<sup>th</sup> May 2026

Policy will be reviewed by May 2029

Our aim is to provide a rich and engaging educational experience in a caring, Christian environment in which each individual is valued and respected so that all are enabled to reach their full potential.

This accessibility plan has been drawn up in consultation with the LEA, school governors and staff of the school and covers the period from September 2025 – September 2028.

At Dalton St. Michael's CE Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

Increase access to the curriculum, incorporating after school and out of school activities including educational visits  
Improve access to the physical environment of the school  
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Attached are 3 action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities
- Health and Safety
- SEND Policy
- Behaviour Policy
- School Improvement Plan

- Asset Management Plan
- Procedure for School Trips and Visits

This plan will be monitored through the Health & Safety, Premises and Finance Committee

<b>Physical Environment</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Audit accessibility of school buildings and grounds. Governors Resource Committee to review accessibility. Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	2026/27 Autumn	Headteacher H&S Governor	The school grounds will be accessible to all.
Improve accessibility to the school	Audit the accessibility from the car park/road down to the front of school	2026/27 Autumn	Headteacher H&S Governor	The front of school is easily accessed and
Improve visuals around school	Audit physical environment and whether children are able to understand signage in corridors/classrooms			Signs are dual coded so that children can understand them more easily
To ensure wheelchair access to class is sufficient	Check the ramp is wide enough and has any safety features needed	2027/28	Headteacher H&S Governor	The amp going in to class 3 is fit for purpose and can be used
To ensure the school grounds are safe and enclosed	Review perimeter fences – field and path	2026/27 - autumn	Headteacher, Governors, Diocese	The field and path area will be secure during the school day so that children cannot leave the

				premises
To create a forest school area within the school grounds	Evaluate the areas within the school ground that this may be possible To train a staff member to achieve the Forest School Teaching Status Plan and resource the area to become a Forest School Area	2028/29	Headteacher/AHT/ Governors	School will have a clear plan and vision for a forest school area within the grounds of school
To create an accessible changing station for children in Nursery	Audit the current provision Plan for where a changing station for larger children could be housed	2027/28	Headteacher/ Governors	There will be an accessible changing station for children who need it.

<b>Curriculum</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms where applicable	Annually	Headteacher; SENCO	Classrooms are organised to support additional furniture etc. for children with additional needs.
Access arrangements to meet individual's needs when taking external tests will be applied for and support provided when required.	Headteacher to apply for access arrangements when necessary.	When necessary	Headteacher; SENCO	All pupils will have their individual needs met, and any barriers to achieving their full potential
Teachers planning to include opportunities for all pupils to take part and achieve	Ensure adapted activities include activities for individuals where appropriate	On-going	Headteacher	All planning will continue to meet the needs of every individual child

The school provision map includes all children requiring additional support which is 'additional and different' from those provided for other pupils	The provision map is reviewed each term and updated. Intervention and adult support is identified.	Termly	Headteacher; SENCO	The school Provision Map effectively identifies Intervention required and support given.
Support Plans accurately reflect the needs of individuals and plans for intervention that are 'additional and different' from those provided for other pupils	SENCO to work with classteachers on an individual basis to review and evaluate Support Plans for individual children in their class	On-going	Headteacher; SENCO	All Support Plans accurately include the next steps in learning against set success criteria
Reading resources support diversity	Audit reading books and home readers to ensure there are a wide range of people in the books	2027/28	Headteacher/English Subject Leader	Children can identify with people in books and know they belong in school

<b>Written Information</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure parents with English as an additional language (EAL) have equal opportunity to access information from school	Converse with parents with EAL to get their view on newsletters/letters and give chance to provide what would help them	Autumn 2026	Headteacher	All parents are able to access information from school
Written information is accessible to all children in school	Use information from experts e.g. Visual Impaired team to tailor font/style/size Information is dual coded, where possible.	Summer 2026	Headteacher/SENCO SEND Governor	All children can access information and diagrams in lessons

--	--	--	--	--