



Dishforth Airfield Primary School – School Accessibility Plan 2025-2028

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	a) to create access plans for individual disabled children as part of the individual provision map process. b) to ensure staff and governors can access areas of school used for meetings c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children	As required Ongoing process Information available from SENCo	SENCO / class teacher Headteacher Headteacher Headteacher / H&S governor SENCO	IPM's are in place for pupils with disabilities and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. Volunteers are aware of needs of SEN children at all times
Ensure everyone has access	a) ensure that nothing is preventing wheelchair access b) check the outer door is wide enough for a wheelchair	Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety Committee/ HT H&S Committee	Disabled parents / carers / visitors feel welcome.

Maintain safe access for all	Check condition of paint on step edges regularly Check exterior lighting is working on a regular basis	Ongoing checks	Site Supervisor / Health & Safety Committee	Visually impaired people feel safe in school grounds. White edges to be re-done as needed throughout the school year.
Ensure all people with disabilities and impairments can be safely evacuated	a) Ensure there is a personal emergency evacuation plan (PEEP) for all people with disabilities and impairments. b) Ensure all staff are aware of their responsibilities in evacuation by being aware IPMs	As required	SENCO Headteacher to remind staff	All people with disabilities and impairments and staff working with them are safe in the event of a fire. There is constant supervision for children with disabilities who would need help in the event of an evacuation. People in wheelchairs can be evacuated quickly and easily
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

To increase the extent to which pupils with disabilities can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Ensure IPMs for disabled children are in place. Children to be involved in compiling information to help adults in school meet individual needs Share information with all agencies involved with each child	As required	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	As required	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.
Develop links with a special school	Develop links for the North Star Teaching Alliance and consider sharing INSET opportunities.	Ongoing	SENCO / Headteacher	Increased understanding of the opportunities available to the children

To improve the delivery of information to pupils and parents with disabilities.

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available. If either child or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the Academy will be happy to consider alternative forms of provision.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To improve awareness of alternative formats for sharing information for pupils, parents and visitors.	• Continue to develop use of symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the reading books to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible	Ongoing	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Accessibility features of website to be reviewed	Annually	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all
To review children's records ensuring school's awareness of any disabilities	• Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews	Ongoing	SENCO / Headteacher / Class teacher	Improve awareness.

	• IPM meetings • Medical forms updated annually for all children Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom			
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