

**DISLEY PRIMARY SCHOOL**

**'PROUD TO BELONG'**



**ACCESSIBILITY PLAN**

**SEPTEMBER 2025 – 2029**

# **Accessibility Plan**

Disley Primary School is a happy and caring community school, where all are welcomed and valued. We believe that every child has a right to an education that prepares them for life and their place in society and we work together to achieve the best for all the pupils in our care. We strive to promote a love of learning through a broad and balanced curriculum. Our school values of 'Respect, Resilience, Reflectiveness, Responsibility and Reciprocity' are interwoven in every aspect of school life here at Disley Primary School.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Disley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Disley Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- 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 written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Disley Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Local Governing Body (LGB).

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENDCO**
- **Site Manager**

**A plan of the school buildings is kept in the school office with this plan.**

**Written by:** Jake Nicklin (Headteacher) and Senior Leadership Team.

**Date:** September 2025

**Review Date:** September 2029

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

**Current Good Practice**

Disley Primary School demonstrates strong current practice in supporting pupils with disabilities to access the curriculum effectively. The school employs metacognitive strategies and a mastery approach to ensure deep and progressive learning for all children. Timely interventions and adaptive teaching methods are routinely applied to meet individual learning needs, reflecting the school's commitment to quality first teaching. The social model of disability is embedded in daily practice, with thoughtful use of coloured backgrounds, pictorial and visual representations, visual timetables, and movement breaks tailored to pupils' needs. This inclusive approach aligns with the school's vision of an inclusive curriculum and is supported by skilled staff who adapt delivery to ensure pupils with SEND make good progress. The recent Ofsted inspection praised the school's effective SEND support and the nurturing environment that fosters pupil happiness and engagement, further reflecting the school's success in enabling disabled pupils to participate fully in learning.

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure curriculum is accessible and equitable for all pupils, including those with disabilities and disadvantaged backgrounds	<ul style="list-style-type: none"> <li>- Conduct regular curriculum audits to identify and remove barriers to access for disabled and disadvantaged pupils</li> <li>- Provide ongoing professional development for staff on inclusive curriculum design and adaptive teaching</li> <li>- Embed use of assistive technologies and multi-sensory resources across all subjects</li> <li>- Develop and update individual pupil access plans with input from pupils, parents, and specialists</li> <li>- Monitor and review pupil progress and engagement data with a focus on disabled and disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum audits completed termly with documented actions and improvements</li> <li>- All teaching staff to have attended at least one training session on inclusive curriculum annually</li> <li>- Increased use of assistive technology noted in lesson observations</li> <li>- Individual access plans reviewed and updated biannually</li> <li>- Data shows narrowing of attainment and engagement gaps between disabled, disadvantaged and other pupils</li> </ul>	SENDCo, Senior Leadership Team (SLT), Curriculum Leads	Ongoing, with termly reviews
Promote inclusive teaching practises that reflect the school's values of respect, resilience, and responsibility	<ul style="list-style-type: none"> <li>- Reinforce the importance of high expectations for all pupils, including disabled pupils, in staff meetings and training</li> <li>- Share and celebrate examples of effective adaptive teaching and</li> </ul>	<ul style="list-style-type: none"> <li>- Staff demonstrate consistent high expectations in lesson observations and work scrutiny</li> <li>- Positive feedback from staff on sharing best practice</li> <li>- Pupil voice feedback</li> </ul>	Headteacher, SENDCo, Teaching Staff	Termly monitoring , ongoing integration

	<p>inclusive practice</p> <ul style="list-style-type: none"> <li>- Use pupil voice to inform teaching approaches and curriculum delivery</li> <li>- Integrate disability awareness and inclusion themes into the curriculum to foster empathy and understanding among all pupils</li> </ul>	<p>indicates feeling valued and included</p> <ul style="list-style-type: none"> <li>- Curriculum content includes disability awareness activities and discussions across key stages</li> </ul>		
<p>Increase engagement and independence of disabled pupils within the curriculum</p>	<ul style="list-style-type: none"> <li>- Implement targeted interventions that develop self-regulation and metacognitive skills</li> <li>- Provide opportunities for disabled pupils to lead learning activities and participate in decision-making</li> <li>- Ensure physical and sensory needs are met through environmental adjustments and personalised support</li> <li>- Use regular pupil progress meetings to identify barriers and adapt support accordingly</li> </ul>	<ul style="list-style-type: none"> <li>- Disabled pupils demonstrate increased participation in class discussions and activities</li> <li>- Evidence of pupil-led learning initiatives</li> <li>- Environment adaptations in place and regularly reviewed</li> <li>- Progress meetings show timely identification and resolution of barriers</li> </ul>	<p>SENDCo, Class Teachers, Teaching Assistants</p>	<p>Reviewed each term</p>
<p>Ensure disadvantaged pupils with disabilities receive equitable curriculum and extra-curricular access and support</p>	<ul style="list-style-type: none"> <li>- Identify disadvantaged pupils with disabilities and tailor support plans accordingly</li> <li>- Liaise with families and external agencies to provide holistic support</li> <li>- Monitor attendance and engagement closely, providing interventions where necessary</li> <li>- Allocate resources specifically to support this group, including staffing and learning materials</li> <li>- Ensure extra-curricular offer promotes inclusivity and offers activities that disadvantaged pupils can and want to participate within</li> </ul>	<ul style="list-style-type: none"> <li>- Support plans in place and regularly reviewed for all disadvantaged disabled pupils</li> <li>- Positive family engagement records</li> <li>- Attendance rates for this group improve or remain high</li> <li>- Resource allocation documented and impact evaluated annually</li> <li>- Extra-curricular clubs attendance and registers monitored to ensure positive uptake</li> </ul>	<p>SENDCo, ELSA, SLT</p>	<p>Termly reviews, annual evaluation</p>

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<p>Improve the physical school environment</p>	<ul style="list-style-type: none"> <li>- Audit barriers to accessibility across physical environments, digital platforms, and service delivery, involving stakeholders such as disabled individuals, carers, and staff.</li> <li>- Ensure websites and mobile apps meet Web Content Accessibility Guidelines (WCAG) 2.2 AA standards, including features like screen reader compatibility, text alternatives, and accessible formats (e.g., braille, large print).</li> </ul>	<ul style="list-style-type: none"> <li>- A report outlining accessibility gaps and specific care needs, including financial and support requirements for SCA bids</li> <li>- Fully accessible digital platforms that support diverse user needs, with trust-funded tools for beneficiaries.</li> </ul>	<p>SENDCo, Senior Leadership Team (SLT), Curriculum Leads</p>	<p>Ongoing, with termly reviews</p>
<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<ul style="list-style-type: none"> <li>- Review pupil records and consult with teachers, parents, and special educational needs coordinators (SENCOs) to identify pupils with disabilities or special needs requiring personalized risk assessments and access plans.</li> <li>- Perform risk assessments for each identified pupil, evaluating barriers in the school environment (e.g., physical access, communication, learning support).</li> <li>- Develop access plans specifying accommodations,</li> </ul>	<ul style="list-style-type: none"> <li>- Personalized Plans Implemented: Each identified pupil has a tailored risk assessment and access plan, ensuring safe and equitable access to education.</li> <li>- Funding Secured via SCA Bids: Necessary resources (e.g., adaptive technology, sensory tools) are funded through trust-managed SCA bids, enhancing pupil support.</li> </ul>	<p>Headteacher, SENDCo, Teaching Staff</p>	<p>Termly monitoring, ongoing integration</p>

	<p>such as ramps, visual aids, or modified learning materials, tailored to each pupil's needs.</p> <ul style="list-style-type: none"><li>- Identify funding needs for accessibility accommodations (e.g., adaptive equipment, personal aides) and submit SCA bids to the trust for resources, such as through a Special Disability Trust.</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Compliance Achieved: Plans meet legal accessibility standards, reducing the risk of discrimination claims and ensuring inclusivity.</li><li>- Improved Pupil Outcomes: Pupils with disabilities experience fewer barriers, leading to better engagement and academic success.</li></ul>		
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