



Accessibility Plan – 2025 - 2028

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2011, Denbigh Community Primary School has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure access to education for disabled pupils.

This plan sets out the proposals of Denbigh Community Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA and Equality Act 2010 .

The Accessibility Plan aims to:

1. Increase access to the curriculum for pupils with a disability .

E.g. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary.

E.g. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. It is a requirement that the school's accessibility plan is resourced, implemented and

reviewed and revised as necessary in consultation with pupils, their parents, staff, governors and external partners. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This Plan should be read in conjunction with other school policies, the school's SEND information for parents and SEND annual review as well as the Local Authority Accessibility Strategy.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Developmental Coordination Disorder, Mental Health Issues, Incontinence, ADHD, Autistic Spectrum Condition, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

The purpose and direction of the school's plan: vision and values

At Denbigh Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children whilst also offer high levels of support. The achievements, attitudes and well-being of all our children matter.

At Denbigh Community we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their race, ethnicity, age, gender, physical, sensory, social, spiritual or cultural needs. We are further committed to challenging attitudes about disability in order to develop a culture of awareness, tolerance and inclusion. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Information from pupil data and school audit

Within our school population, including staff, pupils, parents and carers, we have individuals with a range of special educational needs and disabilities. These include hearing impairments, moderate learning difficulties, language and communication difficulties, physical disabilities and needs relating to social, emotional and mental health.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCOS have an overview of the needs of pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- All pupils have access to extra-curricular activities regardless of their Special Educational needs or disability..

Currently the schools employs staff with qualifications in Makaton; British Sign Language (Level 1 and 2); ELKLAN Award in Language and Communication; Thrive; ASD; and Dyslexia The school also holds the Inclusive Dyslexia Friendly School Award and the ELKLAN Communication Friendly Setting Award as well as being awarded the ‘Thrive School of Excellence’ .

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Overview of premises

Denbigh Community School is housed in a purpose-built school building. It provides wheelchair access to the main entrance (with wheelchair accessible main desk), all Key Stage / Year group entrances, internal doors set at width to accommodate wheelchairs, ramp access to all levels and several disabled toilets are available (including accessibility toilet frames in KS1 and KS2).

Therefore, these matters are not included within the action plan as issues.

ACCESSIBILITY ACTION PLAN February 2025-2028:

Access to the Curriculum

Target	Who	Provision / Strategies	Complete/ Review Date
Learning aids to be used to support all children to access the curriculum and support learning.	SENDCo Class teachers / Teaching Assistants Special Support Assistants	Resources from whole school training made and available for use e.g. Dyslexia Friendly resources and Communication Friendly Setting resources. A range of sensory aids including wobble cushions, desk dividers, ear defenders, chewies, resistances bands, fidgets, pencil grips etc are used to support learning.	In line with current pupil needs

		<p>Whole school visual training CPD to be embedded throughout the school and within all year groups to include visual timetables, now and next boards, visual checklists, communication boards, reflection books etc.</p> <p>5 staff members are Mental Health First Aid trained and school provides additional support for children who are dysregulated and need support to co-regulate with a trusting adult</p>	
To increase accessibility to learning and engagement for those with a hearing impairment or social and communication difficulties.	<p>SENDCo's</p> <p>Teachers / TA / SSA</p> <p>External agencies e.g. EYCOT, SALT, LACT</p>	<p>To increase the use of Makaton across the school through staff training and embedding it in classroom practice for both children and staff.</p> <p>Explore the possibility of a hearing loop in the main school reception area.</p>	
Ensure teachers and classroom support staff have regular, specific training on disability issues.	<p>Inclusion manager</p> <p>Teaching and Learning Lead</p> <p>Subject Leaders</p>	<p>Through staff meetings & training updates on specific learning difficulties such as Dyslexia, ASD, ADHD, physical and medical conditions. Support staff are even more aware and supportive of pupils' needs.</p> <p>Pupils well supported in lessons and interventions</p>	In line with current pupil needs
Training for teachers on differentiating the curriculum for SEND children as required.	<p>SENDCo</p> <p>Teachers</p> <p>Subject Leaders</p> <p>As required</p>	<p>Teachers are able to fully meet the requirements of all children's needs with regards to accessing the curriculum regardless of the SEND needs</p> <p>Blossoms group to support pupils access the curriculum in small groups whilst providing a nurturing and calming environment.</p> <p>Bespoke frameworks used such as Attention Autism, The Engagement Model, Cherry Gardens Route Maps used to support those children who are not</p>	In line with current pupil needs

		able to access the mainstream curriculum.	
All educational visits to be accessible to all.	Inclusion Manager Class Teachers Parents/carers	Teachers of pupils with SEND to plan for access to educational visits by making reasonable adjustments. Use Local Authority guidance for planning accessible trips when finalised All pupils with disabilities access school trips successfully.	In line with current pupil needs

Physical Environment

Target	Who	Provision and strategies	Complete/ Review Date
To maintain the accessibility of the schools interior and exterior spaces.	HT OPAL play manager Caretaker Health and Safety Governor.	Continue to review accessibility plan. All pupils have access to all areas of the school Review OPAL play provision in light of pupils' physical needs. All pupils have access to OPAL play. Review outdoor curriculum/play equipment in light of pupil's physical needs. All pupils have access to the outdoor curriculum/play equipment.	On-going and as required
To provide a range of areas within the school that children can access when they are dysregulated in order to ensure they are ready to learn.	SENDCo's Class Teacher / TA/ SSA	All classrooms to have calm areas that children can access if they are feeling overwhelmed. Zones of regulation strategy is embedded throughout the school. Environmental audits to be carried out as required and a range of sensory aids are provided for those who need them. Movement corridor and sensory areas are continuously improved to meet the growing sensory needs of the cohort	

		EP training on sensory diets / Sensory circuits are planned to meet the children's SEMH/ sensory needs to ensure all pupils are regulated and ready to learn.	
--	--	---	--

Delivery of information

Target	Who	Provision and strategies	Complete/ Review Date
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large Print • Pictorial or symbolic representations. • Different coloured paper etc 	SENDCo Class teachers / TA	Pupils have access to curriculum information and all other school information in a format that meets their needs.	In line with current pupil needs
Ensure signage is suitable for non-readers, is clear and well situated.	Headteacher Health and Safety Governor	Pupils and visitors are able to navigate the school regardless of any disability.	In line with current pupil needs and stakeholders
Ensure that information on the website can be enlarged and that information can be accessed in alternative formats as required.	Inclusion Manager DHT SEND Governor	Speak to the website team to check and place wording on the website if not already there and obvious. Messages in newsletters as a standing item. Stakeholders will know that if necessary, information can be presented to them in alternative formats.	In line with current pupil needs and stakeholders

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Date of Plan: February 2025