

Accessibility Plan

2026-2029

Dormers Wells Primary School



Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral values , Excellence, Respect, Self-Belief

Policy last reviewed, ratified and adopted by Full Governing Body	March 2020
Policy / Document due for review by the Full Governing Body as a federated document for both schools	March 2026

This statutory policy will be reviewed 3 years.

This plan is reviewed annually by the Headteacher, to take into account the changing needs of the schools and its pupils, and where the schools have undergone refurbishment.

Contents

1. Aims	Page 2
2. Legislation and guidance including definition	Page 3
3. Governor responsibilities	Page 6
4. Monitoring arrangements	Page 6
5. Links with other policies	Page 6
6. Action Plan	Page 6
Appendix 1: Access Audit	Page 9

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- Improve access to the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities, which is readily available to other pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. This information should take account of the pupils' disabilities and pupils' and parents' preferred formats).
- Improve awareness of Equality and Inclusion

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

Our school's principles and values relating to equality and inclusion:

Dormers Wells Primary has a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged and to achieve their very best and to consider their time at the school as their own learning adventure. We are committed to giving all of our children every opportunity to achieve the highest 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 where the achievements, attitudes and well-being of all our children matter.

This plan should be read in conjunction with the **School Improvement Plan**. It shows how Dormers Wells Primary intends, over time, to increase the accessibility of our schools for disabled pupils, staff, parents/carers and other visitors, as required by the planning duties of the Equality Act 2010.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Local authority (LA) procedures here: [London Borough of Ealing \(LBE\) Schools Accessibility Strategy 2025-28.pdf](#)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

The above aims will be delivered within a reasonable timeframe and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and longterm health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Definition of Disability

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

3. Governing body Responsibilities

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

- Monitor recruitment procedures to ensure that persons 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.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Risk assessments

6. Action Plan

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs using inclusive teaching practice. It is important that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after schools' clubs and educational visits. The only exception would occur if a child had breached school rules and is not allowed attend a club for a short-term sanction to ensure the safety of others. Access through disability is never denied.

6. Action plan This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Planning Duty 1: Increasing Access for Disabled Pupils to the School Curriculum

Target (Objectives)	Current good practice	Strategies (Actions)	Time Scale	Person Responsible	Success criteria
Increase confidence of all staff in adapting the curriculum for children with additional needs including disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities 	<p>Audit staff training needs on curriculum access and how the curriculum can be adapted to meet children's needs</p> <p>Assign CPD/INSET for variation and recording methods to enable access</p>	Ongoing- most recently Spring 26	AHT Inclusion/ SENDCo HT DHT	<p>Staff confident in strategies for differentiation; barriers to learning overcome increased pupil participation</p> <p>Staff have the skills to support SEND pupils</p>
Ensure classroom support staff have specific training on disability issues	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs 	<p>Be aware of staff training needs</p> <p>Staff with access appropriate to CPD to ensure children can access the curriculum</p> <p>Specific needs related training, e.g. diabetes management, ASD</p>	OngoingAs required	DHT/CPD Lead HT	Raised confidence of support staff and knowledge to react appropriately to disability related issues
Classrooms are well organised and all appropriate additional equipment is provided to develop participation and independence of all pupils	<ul style="list-style-type: none"> The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms, e.g. booster seats, adjustable chairs</p> <p>Seating to be appropriate to need-hearing, vision, left handers</p> <p>Ensure flooring is maintained in good condition</p> <p>Ensure lighting is adequate</p> <p>Ensure electrical equipment is PAT tested and wires do not form trip hazard</p>	Termly H&S Walks OngoingAs required	All class teachers and support staff All leaders inc. AHT Inclusion/ SENDCo Site staff Governors with responsibility for Health & Safety	Learning environment allows equal access for all children

Review PE curriculum to ensure PE is accessible to all children		Gather information on accessible PE Seek advice from outside agencies where appropriate Provide a broad and balanced offer	Ongoing-As required Annual audit July/Sep	PE Lead DHT/ Curriculum Lead	All pupils have access to PE and can participate in a full offer
All out of school activities		Review all out of school provision to ensure	Ongoing-As required	PE Lead	The majority of pupils

are planned to ensure the participation of the whole range of children at the schools		compliance with curriculum and needs of pupils at the school (balance in SEND, gender, ethnicity, PP etc.)		DHT/ Curriculum Lead	have access to out of school activities during the year
Ensure all staff are aware of disabled children's right to access a broad and balanced curriculum	Set a system up so staff are aware of particular children's needs through effective communication (March 2020- Medical Tracker)	Information sharing with all agencies involved Maintain health care plans Deliver broad, balanced, inclusive curriculum- monitor	Ongoing-As required	AHT Inclusion/ SENDCo Attendance & Welfare Officer DHT/Curriculum Lead	Staff are aware of individual's needs Curriculum and resources include examples of people with disabilities
Use of ICT and a range of visual resources to support learning Learning environment for pupils with visual/hearing impairment/epilepsy is accessible	July 2020-Audit no. of visualisers and order, if necessary; Visual Phonics training for FS staff 2020-21- CPD & Introduce basic signing/Makaton assemblies	Make sure software is installed and licensed- use tablets (ipads) and laptops to assist children with VI Provide tablets and other adjustments to pupils with SEND Make sure staff are aware of resources/strategies available in school e.g. visualisers, using black on coloured backgrounds Incorporation of appropriate colour schemes, e.g. hessian boards CPD on strategies such as Makaton, basic BSL, Visual Phonics, Communicate in print/PECS	Ongoing-As required Inc. IT maintenance of visualisers	SLT IT Team/technician Computing Lead	Wider use of SEND resources in classrooms Learning Environment is accessible for pupils with visual/hearing impairments/ epilepsy

<p>Access arrangements to meet individual's needs when taking tests will be applied for and support provided when required</p>	<p>Spring 2021-Review of materials</p>	<p>Ensure appropriate testing and reports are provided in order to apply for access arrangements Special arrangements will be given thorough consideration when formal testing takes place Review of existing test materials External advice will be sought to promote access</p>	<p>Ongoing-As required</p>	<p>AHT- Achievement/Assessment AHT Inclusion /SENDCo Class teachers HT</p>	<p>All pupils will have their individual needs met and school will attempt to remove any barriers to achieving pupils' full potential</p>
<p>Educational trips are accessible for all children</p>	<p>2025-Purchase mobility aid (buggy/scooter) for pupils with physical needs</p>	<p>Needs of pupils with SEND incorporated into planning process Teachers visit new venues for a pre- visit check Ensure risk assessments are completed Ensure venues and transport (coaches) provide their own risk assessments Ensure First Aid trained staff accompany all trips and residential visits</p>	<p>Ongoing-As required</p>	<p>EVC (Educational Visit Coordinator) DHT/ Curriculum Lead HT</p>	<p>All pupils can access educational visits and take part in a full range of activities</p>

Planning Duty 2: Physical Environment: Improve and maintain access to the physical environment

Target (Aim)	Current good practice	Strategies (Actions)	Time Scale	Person Responsible	Success criteria
<p>Ensure that all areas of school building and grounds are accessible for all children and adults</p> <p>To continue to improve the access to all facilities in the school and its environs</p>	<p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> • Seating • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchairaccessible height 	<p>Audit of physical environment (especially Infants) for accessibility, to be conducted of the school buildings and grounds, e.g. Handrails installed in Infant disabled toilets</p> <p>Thorough questions and discussion find out the access needs of parents/ carers though newsletters, questionnaires, forum etc. Termly Health and Safety walks to include governors, leaders and site manager</p> <p>Incorporate appropriate colour schemes when refurbishing (to benefit pupils with VI) Install window blinds</p>	<p>Ongoing-As Required</p> <p>Termly Health and Safety walks</p> <p>Health & Safety Review/Audits (bi-annual)</p>	<p>Site staff</p> <p>HT</p> <p>H & S Governor</p> <p>Building surveyors</p> <p>LA H&S Officer</p>	<p>Staff aware of pupils' needs</p> <p>Parents, pupils and staff have full access to all school activities and building</p> <p>School is aware of accessibility barriers to its physical environment, and will make a plan to address them</p>
<p>Ensure any proposed new project for development of the school building and facilities is physically accessible for everyone</p>		<p>Project manager appointed will ensure compliance with building regulations regarding accessibility</p>	<p>Ongoing- As Required</p> <p>Tarmac of KS2</p> <p>MUGA- Sum 2026</p>	<p>HT</p>	<p>All pupils, parents, carers and staff have access to the building/rooms</p>
<p>All fire escape routes are suitable for all to use and appropriately positioned</p>		<p>Make sure all areas are suitable for the needs of the children, staff/visitors</p>	<p>On going- As required</p> <p>Annual FRA</p>	<p>Site staff</p> <p>HT</p> <p>LA/</p> <p>FRA</p>	<p>All staff, pupils and visitors can leave the site safely.</p>

<p>Improve signage and external access for visually impaired people</p>	<p>High Vis jackets for all SLT on duty, site staff, fire wardens (October 2019)</p>	<p>Yellow strip or high visibility strips mark step edges of stairs; pathways in school grounds are clearly marked and defined; external and internal surfaces are well maintained INVENTORY access security system for disabled use High Vis jackets for all duty staff</p>	<p>Ongoing- As Required Termly checks</p>	<p>Site staff HT</p>	<p>Visually impaired people feel safe in school and can move freely in building and grounds</p>
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Planning Duty 3: Written Information: Improve the delivery of information

Target (Aim)	Current good practice	Strategies (Actions)	Time Scale	Person Responsible	Success criteria
Review information to parents'/carers/pupils to ensure accessible including larger print	<ul style="list-style-type: none"> Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations Digital, audio or video formats Provide information in letters/presentations in clear print in 'simple English' and/or coloured backgrounds School office staff support and help parents to access information and complete school forms Sep 20- Introduced 'DOJO' as key parent communication tool, with translation features Oct 19- Audit and have a register of all staff languages Staff with key languages available to translate at workshops etc, when parents accessing written information Sum 20- Support DWON Parent Welcomer Scheme- buddy system for EAL/New arrival parents (liaison with Sarah Jay) Sep 19- Deploy a member of staff to lead on GMA 	<ul style="list-style-type: none"> Provide written information in alternative formats, e.g. add visual aids, communicate in print Audit of website- sound element, coloured backgrounds, enlarged print (Reviewed 2021) Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) Install window blinds School seeks advice from external advisors School to add use Braille, Induction loops, as required Offer additional support to meet the needs of young carers and their families e.g. home visits, online Teams meetings 	Ongoing- As Required	Office Manager and admin team HT	<p>All parents receive and understand school information</p> <p>Pupils/ parents feel supported and included</p> <p>Internal staff translators utilised</p> <p>Written information is fully accessible to children with visual impairments</p> <p>Website is fully accessible</p>

Appendix 1: Access Audit 2026

Feature	Description	Actions to be taken	Person Responsible	Date to be completed by or checking schedule
Storeys (JUNIOR)	2 storeys	Maintain lift between ground and first floor	DWLT: AR	6 monthly
Corridor access	Wide corridors lower floor; narrow corridors upper floor	Ensure corridors are kept clear and that lighting is at a good level for visibility	Site Manager	Regularly checked
Lifts (JUNIOR)				November 2016
Parking bays	Car park with 22 bays	Ensure disability access via marked bays 12 and 13	Site Manager	Regularly checked
Entrances	Main Front entrance, Junior entrance and entrance to Community building have ramps for disabled access	Ensure ramps are kept clear and well maintained	Site Manager	Regularly checked
Toilets	Lower floor toilets accessible to pupils; disabled toilet with shower on ground floor New toilets installed in November 2016 (Jnr) for increasing number of pupils Staff Toilet with access to school grounds installed November 2016	Check all are operational and fit for use	Site Manager-cleaners Line managed by AR	Daily
Main Reception area and Junior Entrance	Keep clear and ensure that any parcels/ deliveries are not kept in this area	Check that these are kept clean and clear	As above	Daily
Internal signage	Clear and visible at appropriate height and size	Maintain signage and review after any changes to building- e.g. decoration	Health and Safety reviews (external and internal)	Annually (external) Termly (internal)
Emergency escape routes	Clear and visible and kept clear at all times	Review signage in view of building works and	Site Manager	Weekly