



Accessibility Plan 2025-26 Dinnington First School

	Staff <ul style="list-style-type: none">• Read it• Opportunity to feedback	FGB/Sub committee <ul style="list-style-type: none">• Approved	Accessible <ul style="list-style-type: none">• Website link
Review Date:	September 2025	September 2025	September 2025
Next Review Due:	September 2028		
Changes to previous policy	Introduction of new and improved website		

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Information about the school's special educational needs population.....	5
4. How appropriate is the current provision and changes since the last plan.....	6
5. Action plan	5
6. Monitoring arrangements	10
7. Links with other policies	10
Appendix 1: Accessibility audit.....	12

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school is part of the Gosforth School's Trust in a mutually supportive partnership in developing and implementing the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including governors, parents and staff.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 long-term 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Information about the school's disabled population

Dinnington First School's population often has children who have some kind of impairment, be it physical or mental. Some children may have moderate and specific learning difficulties.

The support for our children and families is led by our Special Educational Needs Co-ordinator (SENCO) who holds the Postgraduate Certificate in National Award for Special Education Needs Co-ordination.

The school makes additional provision for pupils with special educational needs to access the curriculum through the SEND Framework and this will also cover many disabled pupils. Additional support, including allocation of learning support assistants, and resources are targeted to support those pupils within school.

EYFS staff make contact with or visit all nursery providers and discuss the children who will be admitted to school in their Reception year. They also complete home visits of all our new children coming into nursery. If any children have additional needs the Local Authority and health advisers are contacted for support and guidance.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities.

Parents/carers, lead first aiders and where appropriate medical professionals work together to produce individual healthcare plans. Where children have significant health problems, all appropriate adults are informed.

Photos of children at risk are shared with relevant staff and photographs of those with food allergies are made available to kitchen staff. School staff also work in consultation with medical staff to support children in school with additional medical conditions.

The senior leadership team meet once a week and discuss our SEND and vulnerable children. Pupil Progress meetings take place between teachers and the senior leadership team every half term to check on the well-being and progress of all children – with a focus on the those with additional needs.

Dinnington First School is a nut free school and signage is prominently displayed around school stating this.

Where we have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions individual healthcare plans are in place for these pupils and staff have received the appropriate training to administer any emergency medication, including the use of an EpiPen).

There are two lead first aiders in school and a number of other staff have received first aid training. All members of support staff in the Early Years Unit have current Paediatric First Aid qualifications.

4. How appropriate is the current provision?

Staff are highly aware by effective communication of the issues faced by our disabled pupils and act to resolve them e.g. by adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD address the inclusion agenda.

Children, parents or carers and staff with disabilities are able to access school from the disabled parking bays a short distance from the school entrance. Disabled parking meets regulations but there have been some issues with non-blue badge holders using the spaces at busy times – this is continually reviewed and monitored.

Parents and staff work together to produce care plans. School staff also work in consultation with medical staff, when required, to support children with additional medical conditions.

5. Provision in an emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

6. Monitoring and Review

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the accessibility plan regularly. The accessibility plan will be formally reviewed by the Curriculum Committee every 2-3 years.

7. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Dinnington First School provides all children with a broad and balanced curriculum, differentiated to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum</p> <p>Our school offers a differentiated curriculum for all pupils.</p>	<p>To continue to embed the new vision and values for Dinnington First School that reflect the schools' intent for inclusion.</p> <p>Support staff to be redeployed within school annually to make best use of skills and be best</p>	<p>Head teacher to liaise with staff, governors, children and community to ensure the vision and values are part of the 'fibre' of Dinnington First School</p> <p>Regular reviews of the deployment of support staff for SEND children using all information available from, parents/carers, outside</p>	<p>HT, Governors Staff</p> <p>HT, SLT, Governor staffing committee</p>	<p>Ongoing 25-28</p> <p>Redeployment of support staff within school</p>	<p>Clear vision statement and values on website and communicated to all stake holders.</p> <p>Vision and values will be the driver behind all policy and decision making.</p> <p>Stakeholders know and share the vision and values</p> <p>Support staff are deployed to where</p>

	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed in a 3 year cycle to ensure it meets the needs of all pupils.</p> <p>Extra curricular provision meets the needs of all children including those with a disability</p>	<p>placed to support children.</p> <p>Curriculum meets the needs of all learners</p> <p>Continue to review school clubs to include a wide variety of sports and activities so that all children are encouraged to take part and enjoy sport as part of a healthy lifestyle.</p>	<p>agencies and internal data and monitoring.</p> <p>1:1 supervision or small group work interventions to be time bound and measurable.</p> <p>Any training needs identified to be met through in-house and external CPD.</p> <p>Revision of timetables to look at needs of all children.</p> <p>Revision of curriculum on a 3 year cycle to meet the needs of all children.</p> <p>Parent and pupil questionnaires and discussions with staff</p> <p>Review clubs which offer variety, good value for money and meet the needs of the children.</p> <p>Investigate further holiday clubs to extend out of school activities in the village to holiday time.</p>	<p>HT, SLT , Staffing Gov Body</p> <p>Subject Leads SLT</p> <p>SLT & Governing body</p>	<p>Sep Annually or as and when needed</p> <p>Annually or as and when needed</p> <p>Reviewed Summer term 2025</p> <p>Ongoing</p>	<p>they are most effective.</p> <p>Best practice supports all children to making good progress from their starting points.</p> <p>Interventions are based on evidence-based practice and led by trained individuals. They are time bound and monitored for impact.</p> <p>The timetable is organised effectively to meet the needs of all learners.</p> <p>The curriculum meets the needs of all learners</p> <p>All children take part in a variety of clubs throughout each academic year and are offered a range of activities that are accessible to all.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Continue to develop IT resources in school so that all children, including those with a disability, have access to the most up to date IT resources which can support learning.	Review IT stock (laptops ipads etc) Order new stock to ensure all children have more regular access.			
Improve and maintain access to the physical environment	<p>Dinnington First School has been rebuilt and opened January 2019. The new building is fully accessible and includes a fully equipped hygiene room that provides specialist toileting facilities for pupils or students with disabilities in special and mainstream schools.</p> <p>The hygiene room has a fixed hoist and space for assistants to change a pupil. It contains a changing bed.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width 	<p>To ensure the ongoing safety of all children</p> <p>To further develop the use of the outdoor area to enhance the curriculum</p> <ul style="list-style-type: none"> • ensure the forest school is accessible for all pupils • create zoned play areas for children to be able to access a range of activities (not just sport) ie drama / karaoke area, reading area, den 	<p>Review where necessary supervision at playtime and lunchtime breaks.</p> <p>All staff responsible for ensuring access around school and in and out of school is free from clutter.</p> <p>Inspection of outdoor equipment annually to ensure safety and accessibility</p> <p>All staff are alerted to 'Identifying Barriers to Access:</p>	<p>HT, SLT</p> <p>All staff</p> <p>HT & SENDCo</p> <p>Link Governor</p>	<p>New outdoor play area for KS1 Sep 2025</p> <p>Ongoing development and improvement of facilities to meet needs of all children</p>	<p>Safeguarding continues to be good</p> <p>Children have a wide range of play opportunities outside of the classroom – these are accessible for all children</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Throughout 2022-25 improvements have been made to the outdoor area to include a climbing wall , table tennis, development of forest school and planning in place for KS1 area.</p>	building and water fun area.	To ensure all policy statements reflect inclusion for all pupils	HT HT & Gov Body		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>New phone systems to meet the needs of school expansion.</p> <p>New school app to allow parents to access all information in one place</p> <p>Look at alternative ways of providing information if required.</p>	<p>Advice and training as required</p> <p>To make visitors aware that any written communication can be enlarged on request.</p> <p>New website under construction to be adapted for better use on mobile devices and for clear sharing of information.</p>	<p>HT, Business Manager</p> <p>Amin / Business manager</p> <p>DHT / Website Lead</p>	<p>Ongoing</p> <p>September 2025</p>	All parents, carers and pupils have access to the full range of information about school and their child's education.



4. Monitoring arrangements

This document will be fully reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board/committee

5. Links with other policies

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

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

Paper copies of the above plans are available from the school office.

Head Teacher: Caroline Ash September 2025

Chair of Governors: Dan Talbot September 2025



Appendix 1: Accessibility audit November 2022

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	N/A fully accessible		
Corridor access	Wide corridors	N/A fully accessible		
Lifts	None	N/A		
Parking bays	Two disabled bays for visitors within school staff carpark <u>Disabled bay for parents / drop-off</u>	<u>Complaint received that one disabled bay for drop-off is not adequate and sometimes used by non-blue badge holders.</u> <u>School and the Local Authority have monitored this and continue to do so. Investigate whether any further spaces are needed / viable</u> Widened disabled bay for parents following last review.	<u>Head Teacher / Governing body</u>	<u>July 2023</u>
Entrances	Fully accessible entrance at front of school and at classroom doors	N/A		
Ramps	School is all on one level and ramps not needed	N/A		
Toilets	Two fully accessible toilets and a hygiene room with hoist.	N/A		

Reception area	Fully accessible and at correct height for wheelchair access			
Internal signage	Internal signage in large print and braille	Signage in classrooms for children with EAL Review signage in entrance and review communication with parents of EAL children	SLT	July 2023
Emergency escape routes	Escape routes clear and all accessible	Daily monitoring of access and clear exits by site manager.	Site manager	<u>Ongoing</u>

Our Vision: Learn, Enjoy, Succeed Together

A community that works hard and supports each other to be the best that we can be

The **intent of our curriculum** is founded in delivering the National Curriculum and tailoring it our children through our vision and values.

Values: Dinnington R.O.C.K.S

- **Resilient:** To create independent learners who are self-motivated, problem solvers and life-long learners. To **LEARN** through working hard, being determined, motivated and adaptable.
- **Open to new experiences:** To inspire enthusiasm for learning for life; to provide an inspirational range of experiences to develop the whole child both in and outside of the classroom; for children to **ENJOY** learning and embrace new experiences and challenges and discover 'what makes them tick'.
- **Community Spirit:** To be a welcoming and inclusive school. To create rounded children for the future who see the benefits of collaboration and teamwork in the pursuit of happiness and success.
- **Kindness:** To actively teach kindness, consideration and respect so that it permeates our lives and the lives of others; To promote self-belief and belief in others; To acknowledge that everyone is different but to celebrate our differences. To understand we need to be kind and look after ourselves, others and to the environment.

- **Success:** To provide a progressive, sequential curriculum across all subject areas and to cater for the differing needs of all our children in terms of knowledge, skills and abilities. To celebrate everyone's successes in all areas of life. We recognise that we all have different strengths and are proud when we work hard and when we **SUCCEED TOGETHER**.