



Accessibility Plan
Darrington CE Primary School
2024/2025

Vision

Shine, Share, Flourish.

We **shine** our light for each other.

We **share** peace, respect and friendship.

We **flourish** and grow together

‘Your word is a lamp to my feet, a light to my path.’ Psalm 119

Introduction

This plan is drawn up in accordance with the Equality Act 2010.

At Darrington C of E Primary School we ensure that all children can belong, participate and achieve fully in school life by providing opportunities for growth in mind, body and spirit and ensuring education for life in all its fullness. We believe that diversity is a strength, which should be respected and celebrated by all who learn, teach and visit here. We aim to provide specialised support to address barriers to learning and raise self-esteem, confidence and resilience. We liaise closely with parents, carers and professional organisations to ensure that all the child’s needs are addressed.

We monitor the progress and attainment of all children with a disability and use this to develop inclusive teaching and raise achievement. We believe in the importance of developing a rich and diverse wider curriculum which allows all children to succeed. We make reasonable adjustments to ensure an accessible environment and curriculum.

Definition of Disability

Disability is defined by the Equality Act 2010

A person has a disability if:

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and facilitate full participation in the school community for learners, and prospective learners, with a disability.

Principles

Darrington School recognises its duty

- To make reasonable adjustments to avoid disadvantage in provision, physical accessibility and practice.
- To make reasonable adjustments to provide auxiliary aids for children with a disability.
- Not to discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equality Act 2010.

Darrington School recognises and values parent's and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. We work in partnership with parents to ensure high quality provision.

Darrington School provides all learners with a broad and balanced, local curriculum, adapted and adjusted to meet the needs of individual learners and their preferred learning styles; and provides support to address specific barriers to learning.

Provision

Education & related activities

At Darrington School we aim to provide an inclusive curriculum, designed to meet the needs of all children. Staff training in early identification, inclusive learning and teaching and developing expertise in addressing specific barriers to learning is an integral part of the school improvement plan. We aim to maintain and develop our strong partnerships with other professional agencies and provide cohesive and coordinated support for all children and their families. All children have access to all areas of the curriculum, with support provided as required. We aim to develop a programme of continuing staff development in order to develop expertise in planning for learning to address specific barriers to learning and allowing all children to access an inclusive curriculum. Training will be planned and organised by the SENDCo and SLT. We will continue to develop systems to monitor and accelerate progress and attainment through developing expertise that will create appropriate targets and adaptations. We will continue to develop a rich, diverse curriculum.

Physical environment

Darrington School will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Advice on specific requirements will be sought from The Visual Impairment Team, The Hearing Impairment Team, The ASD Team, Occupational Therapy, Physiotherapy and other health agencies based on the needs of individuals.

Provision of information

At Darrington School we will make use of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will respond to current needs and update as required. Large print information for children with Visual Impairment will be provided. We will continue to provide personal interaction for parents/carers with literacy difficulties and who have English as an additional language.

Financial planning and control

The Headteacher and Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The School Accessibility Plan will be used to inform the School Improvement Plan where appropriate.

Evacuation Procedures

The school will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the learner and parents/carers and an appropriate risk assessment produced. Learners who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure the school vision permeates all aspects of school life.	<ul style="list-style-type: none"> • Ensure teaching and learning methods and the environment support children with their specific needs. • Promotion of an ethos of inclusion, acceptance and understanding. • Demonstration of peace, respect and friendship. • Specific programmes to address barriers to learning. 	As required in response to the needs of individual learners.	CL, AE, VM	A positive and inclusive school culture is maintained.
Curriculum adjustments ensure fair access for all.	<ul style="list-style-type: none"> • Consider the needs of learners in school when planning the curriculum. • Adjust resources and lessons according to need. • Ensure all staff have access to inclusion information so they can plan and deliver to meet learners' needs. • Consider classroom layouts etc. 	As required in response to the needs of individual learners.	All staff	<p>All learners access full curriculum provided through quality first teaching.</p> <p>Structured conversations as appropriate with parents/carers.</p>

<p>Develop the curriculum to meet the needs of all children.</p>	<ul style="list-style-type: none"> • Develop inclusive Quality First teaching and the opportunities for enrichment. • Adaption of curriculum using the relevant resources. • Learning walks. • Discussion with parents/carers and outside agencies where appropriate. • Monitor children’s progress and attainment as part of planning and assessment cycle. • Learner progress meetings following each data collection point. • Termly Supporting Me to Learn Plan (SMTLP) reviews including annual reviews for My Support Plan (MSP)/ Education Health and Care Plans (EHCP). 	<p>Ongoing</p> <p>Termly reviews</p> <p>Annual reviews for MSPs and EHCPs</p>	<p>All Staff under the direction of CL</p>	<p>Children with SEND are able to access the curriculum and make progress as part of class and wider curriculum provision.</p> <p>All children’s progress and attainment reviewed regularly. Identification of strategies to use at wave 1, 2 and 3.</p> <p><i>*Wave 1 refers to Universal support through whole class teaching</i> <i>Wave 2 refers to Targeted support through group teaching</i> <i>Wave 3 refers to Specialist support through individual teaching</i></p>
<p>Improve access to information.</p>	<ul style="list-style-type: none"> • Website is compliant with statutory regulations. • Improve awareness of alternative formats for sharing information • Annual Website audit undertaken. • Using a variety of formats for communication. • Ensure all parents/carers are aware that the school can provide communication in a variety of ways. • Check that correspondence sent home is accessible in relation to reading ability language etc. 	<p>Annual check (Jan 2026)</p> <p>Ongoing</p>	<p>All staff</p>	<p>Compliant website.</p> <p>All parents/carers become aware of alternatives available and how these can be accessed.</p>

Ensure safe access for all.	<ul style="list-style-type: none"> • Gather information around access needs as part of transition. • Create access plans for individuals as required. • Annual reminder to parents/carers through communication to let us know if they have problems with access to areas of the school. • Include the accessibility plan as part of induction. • Daily site checks and concurrent premise manager/caretaker tasks undertaken. • Ensure there is a personal emergency evacuation plan for all disabled learners, where required. Ensure staff are fully trained and aware of their duties. • Any building or maintenance works ensure full compliance with the Equality Act (2010) in relation. 	Ongoing	VM, CL, AE PB	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p> <p>All visitors feel welcome.</p> <p>Everyone feels safe and can gain access safely into the school grounds.</p> <p>That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors</p>
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Policy title	Accessibility Plan
Monitoring and review	Annually
Links	Safeguarding Policy, PSHE Policy, SEND Policy, SEND Information Report
Staff responsible	CL (SENCO)
Committee responsible	Pupils and Standards Committee
Date approved	March 2025
Review date	March 2026

