

Danegrove Primary School



Accessibility plan

Policy date:	01/09/26
Approved by:	FGB on 08/09/26
Next review date:	01/09/29
Person/s responsible:	Mrs Elena Toumazou (AHT/SENDCo)

Section 1: Vision statement

Purpose of the Plan

This Accessibility Plan sets out how Danegrove Primary School will improve access to education for pupils with disabilities and Special Educational Needs and Disabilities (SEND) in accordance with the Equality Act 2010. Danegrove Primary School is committed to:

- Providing an inclusive environment in which all pupils are valued and supported.
- Removing barriers to learning and participation.
- Enabling all pupils to participate fully in school life.
- Promoting equality of opportunity for pupils, staff, parents, carers and visitors.
- Anticipating and responding to the needs of disabled pupils through reasonable adjustments.
- The school recognises that accessibility is an ongoing process and will continue to review and improve provision.

Definition of Disability

Under the Equality Act 2010, a person is disabled if they have:

“a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

This includes sensory impairments, medical conditions, neurodiversity and learning difficulties where applicable.

Legal background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- SEND Policy and Information Report Equality Information
- Equality Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Emergency Evacuation Procedures
- Health and Safety Policy
- Behaviour Management Policy
- School Improvement Plan
- School Prospectus and Vision Statement

Monitoring and Review

The Accessibility Plan will:

- Be reviewed every year.
- Be updated every three years.
- Be monitored by the SENDCo, Head teacher and Governing Board.
- Include consultation with pupils, parents, staff, governors and external agencies.
- Progress towards objectives will be reported to governors annually.

Below is a set of action plans showing how Danegrove Primary School will address the priorities identified in the plan. The plan is valid for three years 2026-2029. It is reviewed annually.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school website
- Paper copies are available from the school office.
- Translated version of this plan can be made available.

The Headteacher and governing board 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

The plan will be resourced, implemented, reviewed and revised in consultation with:

- pupils' parents
- the headteacher and other relevant members of staff
- governors
- external partners

This plan is reviewed each year.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability/SEND
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to pupils with SEN

The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability /SEND	Danegrove Primary School offers an adapting curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Improve staff confidence in adaptive teaching and SEND provision.	CPD audit. Provide SEND-specific training including autism, speech and language, dyslexia, sensory needs and medical needs. Provide adaptation specific training (ACE project) by direct training and support from an experienced SEND teacher. Subscription to BPSI and IAT, with hours to be used for appropriate CPD.	Class-Teacher SENDCo Head Teacher Leadership Team	Ongoing to 2028 ACE project for 2026/27 only	Staff demonstrate improved confidence and inclusive practice in observations and pupil outcomes improve.

	Pupils use ICT to support learning.	Use of ICT equipment that is clear for all pupils to see. Embed assistive technology consistently across the school.	Increase use of iPads, laptops, recordable speech bubbles and accessibility software. Teachers to be given opportunities to watch confident practitioners use of ICT in lessons. Embedding the use of iPads/laptops within the classroom.		Ongoing to 2028	Evidence of ICT equipment being used in lessons more effectively, during drop ins throughout the year.
		Develop specific resources to ensure certain pupils are able to access the curriculum fully.	Photocopy on coloured paper. Use coloured overlays. Alternative text (enlarged, braille, auditory) iPads Accessible books available in libraries.		Ongoing	Evidence of pupils making progress in all areas of the curriculum.

Increase participation in wider school life	Pupils attend clubs where possible.	Improve inclusion in extracurricular activities	Complete accessibility risk assessments for clubs. Ensure reasonable adjustments and staffing are planned.	Educational Visits Coordinator SENDCo	On-Going	Increased participation of pupils with SEND in clubs and enrichment.
Improve pupil voice and inclusion	Informal pupil feedback is gathered.	Increase opportunities for pupil voice.	Establish pupil inclusion ambassadors and gather regular feedback from pupils with SEND regarding accessibility.	SENDCo, SLT	Annually	Pupil feedback informs school improvements. Pupils feedback reflects their views are consistently heard.
Improve the physical environment	Classroom layout supports individual needs.	Ensure learning environments are accessible and calm.	Review classroom layouts annually and ensure consistent clear pathways, sensory friendly spaces and appropriate seating	Class Teachers, SENDCo	Annually	Classrooms are accessible and learning time is maximised.
Improve physical access	Steps and hazards are highlighted.	Improve visibility and safety around school.	Maintain yellow step markings and hazard indicators across both sites.	Site Manager	On-going	Improved safety

	Some areas are difficult to access.	Improve wheelchair accessibility.	Review accessibility of entrances, internal routes and learning spaces. Install ramps or adjustments where required.	Site Manager SENDCo		Pupils and visitors with mobility needs can access key areas safely.
	Emergency procedures are in place.	Ensure all pupils can evacuate safely.	Create Personal Emergency Evacuation Plans (PEEPs) where needed and ensure visual evacuation maps are available.	SENDCo Site Manager		Safe evacuation procedures understood and implemented.
Improve access to written information	Visual timetables are used in classrooms.	Improve communication accessibility.	Introduce Widgit symbols and Communication in Print training for staff.	SENDCo Class teachers	On-going	Visual communication strategies embedded throughout school.
	Some translated information is available.	Improve accessibility for families.	Provide key documents in accessible formats and translated versions where appropriate. Review readability of letters and policies.	Office Staff, SLT		Families report improved access to information.

	Clear Signage around the school on all major entrances/ exits to and from the buildings across both Windsor drive and Ridgeway Avenue.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENDCo Office Staff	Spring 27	Signs to be used around school to identity the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school.	Improve communication at the front door. Welcome signs in different languages.	Links on the school website to direct parents and visitors to local support networks. Links on the school website to London Borough of Barnet's Local Offer. Have school prospectus/ policies available in different languages.	Office staff	Updated regularly.	Updated information on school website.

Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances and pathways	Some external areas include steps.	Maintain clear pathways and highlighted step edges. Consider ramps where required.	Site Manager	On going
Signage on both sites on Windsor Drive and Ridgeway Avenue.	Limited accessible signage across school.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENDCo	Ongoing to Spring 27
Fire alarms	Only Auditory fire alarms in place.	Ensure visual and auditory fire alarms are maintained and in working order in all areas of the school, starting with visual fire alarms in toilets across both Ridgeway avenue and Windsor Drive as this is only place where children are not with a member of staff.	Site manager SLT	Ongoing to 2029

Doors	Newly installed doors are accessible for people standing or sitting in a wheelchair and they can see each other from either side of the door. Older doors are solid with high windows making this difficult.	Replace older doors with accessible alternatives during future refurbishment.	Site manager Headteacher	Ongoing
Emergency escape routes	Labeled well and clearly displayed throughout school.	Continue to ensure signs are maintained – updated maps in every classroom detailing escape routes. Visual maps for children to be created to ensure accessible for all.	Site manager SLT	Ongoing
Wheelchair accessible toilets	None noted currently apart from year 2.	As and when required, accessible toilets to be placed in all school buildings across both Windsor Drive and Ridgeway Avenue.	Site manager SLT	As required
SEND Bases on WD to be wheelchair accessible.	Currently two step entry or short staircase.	If necessary, removable ramp to be available.	Site manager SLT	As required.