



Dodford First School

Accessibility Plan

Written by:	Mrs. J. Wakelam
Approved by:	Mrs. S. Wilkes Date: June 2026
Last reviewed on:	
Next review due by:	June 2029

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment



Our Vision and Values

In living out our school vision and values, we are committed to providing a fully accessible and inclusive environment for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing and maintaining a culture of awareness, tolerance and inclusion.

Ratified by the Governing Body: Tuesday 30th June 2026

Date for review: June 2029

Signed by:	Chair of Governors:	Mrs S. Wilkes
	Headteacher:	Mrs J. Wakelam

*Achieve, believe, create
and fly high!*





Dodford First School plans, over time, or as it becomes relevant to

- Improve access to the curriculum for pupils with a disability including after school events and visits to ensure equal preparation for life.
- Provide specialist aids and equipment, which may assist pupils in accessing the curriculum.
- Improve access to the physical environment of the school for pupils, staff, parents or guardians and visitors with disabilities.
- Provide physical aids and specialist facilities as necessary.
- Improve the availability of written information for pupils, staff, parents or guardians and visitors with disabilities including making it available in preferred formats within a reasonable time frame
- Raise awareness through staff training to ensure disability discrimination does not take place here

Definition:

The Equality Act 2010 states that a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

- Curriculum Offer
- Equality Policy
- Health & Safety Policy
- Education Visits Policy
- Special Needs Policy, Local Offer and Information Report
- Behaviour Management Policy
- School Development Plan
- School Brochure and Mission Statement
- Complaints Policy



This plan will be monitored by the Resources Committee with inclusion and accessibility regularly reviewed through both the Curriculum and Resources Committees, Governor Monitoring visits and Health and Safety reviews.

Audit of Existing Provision

Curriculum	Physical Environment	Communication
• Whenever necessary, access arrangements for tests are in place. • Pupils with medical needs are supported with an Individual Healthcare Plan which is reviewed at least annually. • Staff have regular First Aid training. • Staff access specialist advice through School Nurse, Speech and Language Team, Complex Communication Network, Hearing Impairment Teacher, Regency Outreach and Multi Agency meetings where other specialist staff provide relevant expertise. • Dyslexia friendly procedures in place: fonts, tinted screens, paper and IWB. • Coloured overlays are available, which are dyslexia friendly. • Laptops and iPads available to pupils, which include range of assistive technology.	• Ground level building. • Access to main building via school hall door. • Access to three classrooms/schoolhouse via pupil door • Hall door/patio doors are sufficiently wide to accommodate wheelchairs. • Corridors are accessible, although there are steps between School House and main school requiring wheelchair users to move around the school externally. • Doors into classes are wide enough for a wheelchair user. • One staff toilet is accessible to wheelchair users.	• Newsletters and other communications are available electronically and on the school website, therefore assistive technology may be used to access them.



Accessibility Plan

Aim 1 – Improving Access to the Curriculum

REF	AIM	STRATEGY	TIMEFRAME	SUCCESS CRITERIA
1	Learning environments and educational visits allow all pupils to flourish.	Staff (led by the SENDCo) review provision for pupils with special needs and disabilities at least termly ensuring all make good progress and have full access to the widest curriculum possible.	Half termly staff meeting discussion	Inclusive practice and good pupil progress
2	Provision is good for all pupils.	Pupil progress continually assessed by teachers. Formal tests (Y2-6) three times a year a year inform teacher assessments. Pupil progress meeting with the Head reviews any slow or interrupted progress.	Ongoing	Good pupil progress
3	All pupils have opportunity to grow in independence.	Class teachers access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Ongoing	Age-and stage- appropriate independence for all pupils
4	Staff expertise allows the school to support all pupils.	Provide appropriate and relevant ongoing training to all staff on matters of inclusion. Ensure good communication and collaboration to share knowledge and expertise.	Ongoing	Good pupil progress and increased staff knowledge/expertise in required areas
5	Early identification of, and preparation for, pupils who may need additional provision.	Effective liaison with pre-schools and appropriate agencies.	Ongoing	Procedures/ equipment/ideas set in place for start at our school
6	Ensure visually stimulating environment for all children.	Clear learning displays in classrooms, low arousal displays. Consideration of lighting requirements for the visually impaired.	Ongoing	Lively and inviting environment maintained
7	Full compliance with Equality Act 2010.	Review all statutory policies to ensure that they reflect inclusive practice and procedure.	Rolling policy review timetable	Policies clearly reflect inclusive practice



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Aim 2 – Improving Physical Environment

Ref	AIM	STRATEGY	TIMEFRAME	SUCCESS CRITERIA
1	Communication from school is accessible to all.	School will seek to establish additional needs informally and through data collection and find ways to meet needs as part of our partnership working with parents.	Ongoing	All stakeholders can access communications from school.
2	School successfully identifies and communicates additional needs to relevant staff in a timely manner.	Information collected about new children. Records to be passed up to each class. End of year class teacher meetings. Annual reviews, if appropriate. Regular parent meetings.	Ongoing	Increased staff awareness of pupils' needs. Successful and smooth transition from class to class.
3	Records are confidential and protected in line with requirements. Record keeping is efficient and effective.	Management information system set up with appropriate staff access. Systems in school are fully compliant with GDPR. GDPR audit annually tests this.	Ongoing	Efficient and effective record keeping, protectively marked and kept securely.
4	Equality of access to the curriculum, particularly written information	Multisensory teaching strategies. Use of suitable software. Awareness of font style, font size, layout and format. Auditing of signage around school. Auditing of library and availability of large font, easy to read books. Consideration and access to induction loops for pupils who have hearing impairments.	Ongoing	Good pupil progress for all



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Aim 3 - Improving Delivery of Information

	AIM	STRATEGY	TIMEFRAME	SUCCESS CRITERIA
1	The school environment allows access for all	School will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises e.g. lighting, improved access (wide doorways, ramps), more accessible facilities and fittings.	Ongoing	Visitors, staff, parents and pupils are not discriminated against.
2	Ensure all parents can participate fully with all aspects of school life	Consider providing a disabled parking space in future grounds improvement projects. Arrange interpreters when required. Offer video or telephone calls or home visits where parents unable to attend school. Offer assistance in completing forms/making payments.	Ongoing	Disabled parents are not discriminated against.
3	Driveways, paths, and roads around school are as safe as possible	Regular maintenance, review and programme of improvements of grounds. Communicate short term issues as needed via signs and texts.	Ongoing	Accidents are minimised
4	Plan for a disabled toilet in main building	School will review the need for this facility annually and balance against other funding priorities.	Ongoing	Adequate disabled toilet facilities.
5	Continue to develop playground and school facilities.	Seek funding opportunities via Local Authority, Friends of Dodford First School and grant bodies.	Ongoing	Continuing improvement of facilities.