Strength in difference, together we are one, together we fly high.

Dunbury Church of England Academy

Accessibility Plan - 1 March 2026 – 28 February 2029

This Accessibility Plan covers 1 March 2026 to 28 February 2029. It will be reviewed annually and formally reviewed at the end of the period. Progress reports from Headteacher/SENCO to ASEC are shared termly, with an annual public summary.

. The plan was approved by ASEC (Local Governing Body) on 1st March 2026. The Board has oversight of progress via termly reports from the Headteacher/SENCO.
In preparing this plan, the school has had regard to the need to allocate adequate resources for implementation (staff CPD, assistive technology, signage, reasonable adjustments, minor works). The budget is held by the school, with escalation to the DSAT Trust for capital items.

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 motto – ***Strength in Difference, together we are One, together we fly high*** – articulates our vision to offer an education for the whole child: embracing our unique differences as a strength. This vision should in no way be limited by the challenge of meeting any child's accessibility needs.

The plan is published on the website (and available in alternative formats). This plan should be read alongside the school's published Equality Information (updated annually) and Equality Objectives (reviewed at least every 4 years) available on our website. All online content, including this document, will meet WCAG 2.2 AA as required for public sector bodies, and we will maintain a Website Accessibility Statement describing known issues and how to request accessible alternatives.

On review of this Plan, we will evaluate measurable indicators (e.g., % of PLPs with access arrangements recorded; club uptake by SEND cohort vs. Baseline).

The school supports any available partnerships to develop and implement the plan. We co-produce reviews with pupils and parents where appropriate. Concerns can be raised through the Complaints Policy. Parent/pupil input will be gathered annually (survey, focus group, SEN coffee mornings).

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

Intent:
Our aim at Dunbury Academy is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

1. **Participation in the curriculum**

Targets	Strategies	Timescale	Responsibility	Success criteria
SEND and Medical register and information on children with additional needs to be regularly updated	▪ Ensure SEND register reflects current pupils being supported. ▪ Make SEND and medical needs pinned at the top of a child's profile on Arbor.	Short term (half termly review)	Inclusion Leader	SEN and Medical needs will be up to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	▪ Introductory meetings in the Autumn term to SENDCo and class teacher. ▪ Half termly review of PSP's (inc. EHC's) with SENCO and teacher then with teachers and parents. ▪ SENCO and teacher- 6 monthly reviews of EHCs.	Short term (half termly review)	Inclusion Leader Class Teachers	Increased engagement of parents regarding targets and provision.
To provide support for children on an individual basis as appropriate.	• Identify children with specific needs. • PLPs and other individual plans to be put in place and implemented for specific children. ▪ All teachers to put access arrangements on their PLPs for children with disabilities/SEN setting out exactly what the children need to access the curriculum.	Short Term: SLT monitoring of teaching and learning. Daily, informal SLT liaison with parents and carers. Termly opportunities for teachers to meet to discuss pupil progress (inc to discuss inclusion strategies.) SMART targets to be reviewed half termly. 100% of PLPs record agreed access arrangements and are reviewed half-termly. Medium Term: Maximise the capacity of our curriculum deficit trackers, allowing children and parents to be co-creators in their (PLP) plans and ensuring these are discussed half-termly. Long Term: SLT to review the whole curriculum offer through the lens of disability, including worship themes and extra-curricular provision.	Inclusion Leader	All children's needs met by effective planning and differentiation.
To improve the choice and inclusivity of school's offer at lunch time.	▪ Encourage existing staff to offer a club at lunchtimes as an alternative to the playground in KS2. (i.e. Book Club)	Short term Starting March 2026 Book Club to be launched to encourage reading for all	SLT	Behaviour incidents at lunch decrease. Pupil voice indicates that all needs at lunch are being met.

	▪ Build a programme of choice for the week which is as diverse as possible. ▪ Audit SEND children use of clubs ▪ Risk assessments put in place if needed	(and accessible to all as held at lunchtime rather than after school). ≥10pp increase in SEND cohort participation in lunchtime clubs vs. Autumn 2025 baseline		Attendance at clubs is high (and inclusive of diverse groups) Club choice is responsive to pupil voice.
Ensure children and staff have access to ICT equipment.	• Individual plans to identify specific needs for using ICT. ▪ Audit of ICT resources to identify any additions that need to be made.	Short term – Pupils who would benefit from using an ipad as a tool to access writing curriculum are identified and provided with ipad and supported to use it. Medium/Long Term: Increase strategic awareness and monitoring of physical accessibility (thorough IT).	ICT Leader Inclusion Leader	Children accessing ICT to enable them to work more effectively across the curriculum.
To monitor the progress of disadvantaged groups by use of target tracking software.	• Collect assessment data at regular points as with all children. • Filter data by disability to look closely at progress made by these children. • Make interventions as appropriate. • Use writing and maths deficit tracker to close gaps and link data to PLP.	Short term: Half termly review of deficit tracker to inform SMAT targets to accelerate progress.	Subject Leaders Inclusion Lead Class Teacher	Teachers are aware of specific learning needs of children and able to intervene to accelerate progress.
To increase pupil's independence in their learning.	• Parent information regarding importance of pupil independence in Autumn EY presentation and whole school newsletter updates. • Monitor the impact of scaffolding on learners and their outcomes as well as adaptions to learning environments • Ensure that class teachers are enabling opportunities for learners to be independent (not reliant on support).	Short term: CPL on graduated response including scaffolding to support learners and when to withdraw it to increase independence.	Inclusion Lead Class Teachers	Monitoring will indicate that pupils are able to independently access tasks set within their own abilities achieving a sense of success. Learning environments have clear accessible resources to promote and facilitate independence. Outcomes for children indicate good levels of progress. Monitoring indicates that all teaching and support staff facilitates independence through scaffolding and backwards fading strategies.

Ensure all children feel safe and involved at playtimes.	• Play leaders, LSA's, Staff to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team.	Short term – Daily book to be used by LSA's to inform class teachers of issues at playtime and pupils of concern.	All staff Pupils	Children feel safe in school – evidence in survey results from children
Interventions are used appropriately to help children make progress in targeted areas and skills.	• SENCO to review provision with class teachers for all children with a PLP looking at when the provision was introduced and whether it is having impact.	Short term – Half termly review of interventions to review impact alongside review of SMART targets.	Inclusion Lead Class Teachers	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.

2. Physical environment

Targets	Strategies	Timescale	Responsibility	Success criteria
Annual audit of signage to ensure reaches requirements.	▪ Carry out a site walk to identify all signage. ▪ Assess whether current signs are accessible. • Identify signs that need replacing andwhere others need to be added.	Summer term annually	Safety Committee	All signs are appropriate and of the right size.
Maintain safe access round the interior and exterior of the school.	• Ensure all areas are safe and clear to ensure children are safe and walkways and other areas are clear. • Communication with parents through letters/newsletters/website/school staff. • Safety improved with agreed areas for bus drop off/collection	Short term All staff welcoming and dismissing children daily to ensure doors/gates/roads and footpaths are staffed. All school trips risk assessed and reviewed by HT.	Headteacher All staff	There is safe access throughout the school. No accidents or near misses.
To ensure that children have access to curriculum materials that are adapted to meet their needs.	• Pupil Learning Plans to identify specific needs as highlighted by assessments from outside agencies. • Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment E.g. PECS, visual timetable, wobble cushions etc. • Auxiliary aids (e.g., radio aids, overlays, adjustable furniture, readers/scribes, communication devices) where reasonable.	Short term – Half termly review of impact of curriculum materials used to support individual children.	Inclusion Leader Class Teachers Outside agencies	All children accessing resources that are tailored to their needs.

	• Worksheets and other materials adapted to the needs of individuals. (i.e. printed documents for children who need to read at their own pace)			
Improve use of visuals to increase understanding of written information.	• Continue to renew Widgit to improve picture communication support. Use Widgit to make classroom resources (e.g. word mats, visual timetables, social stories). • Staff to be available to train new staff members in how to use Widgit.	Short term: Daily use of visual timetable and use of Widgit to support tier 2/3 vocabulary (ie in reading curriculum).	Inclusion Lead Class Teachers	Children will understand timetables and any written instruction or text as it will be accompanied with the appropriate visuals used consistently across the school.
To make effective use of the Wellbeing Room	• Children to use the Wellbeing Room for regulation	Short term: Daily use by children and supporting staff.	All staff	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.
To maintain accessibility to main entrance with an inclusive sign in system, this prioritises safeguarding.	▪ Regularly service the main entrance automatic door. ▪ Maintain an electronic sign in system in both bases.	Short term: Daily use for all visitors and staff. Medium/Long term: Service dates held by office team.	Admin staff	All visitors can access the school building and safeguarding information.

3. Access to Information

Targets	Strategies	Timescale	Responsibility	Success criteria
Make available school brochures, school newsletters and other information for parents in alternative formats.	• The school will publish all the letters to classes on the website. All newsletters will also be published on the website. • On request, the office will email individual parents letters in a format which can be translated.	Short term: All letters to be uploaded to the website once communicated through Arbor. Turnaround for translated communications ≤3 working days.	School Admin	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.

				All school information available for all through hard copy and website.
To ensure that all notifications and messages that are necessary to communicate to parents is electronic and can therefore be translated or read for those that need it.	• Use Arbor to notify parents of information and events, collect money, book appointments and gain permission.	Short term: All events and payments communicated through Arbor. ≤3 working days to provide accessible/translated parent comms.	School Admin	The school will be able to communicate effectively with parents using one system to avoid confusion.
Use of translators (ie EaL or BSL for deaf sign language users) at parents evening or progress review meetings	• The school will liaise with families who may require interpreters at parents evening to ensure to right to information updates regarding the progress of their child (i.e. A British Sign Language (BSL) interpreter who facilitates communication between deaf sign language users and hearing people by converting BSL into spoken English and vice-versa.) • Use online translation tools in meetings e.g. Google translate for EaL.	Short term: BSL translators to be booked on request to class teachers and/or SENDCO.	Inclusion Lead Class Teachers	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.

References (key sources):

- Equality Act 2010, **Schedule 10 – Accessibility plans**. [legislation.gov.uk]
- DfE **Equality Act 2010: advice for schools** (PSED, publication of equality info/objectives, accessibility planning context). [gov.uk], [assets.pub...ice.gov.uk]
- EHRC **Reasonable adjustments for disabled pupils** (incl. **auxiliary aids** duty from 1 Sept 2012). [equalityhu...rights.com]
- GOV.UK / CDDO **Accessibility requirements for public sector websites and apps**; **Meet the requirements of equality and accessibility regulations** (WCAG **2.2 AA** + accessibility statement). [gov.uk], [gov.uk]
- CDC **Accessibility plans & the Equality Act 2010: a handbook for schools** (structure, monitoring, co-production, KPIs).