



DANE ROYD J&I SCHOOL

Accessibility Plan 2026-2030

**Review frequency:
4 years**

**Approval by:
Chantal Midgley**

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Lead personnel: J.Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.
- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.
- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.



OPEN-MINDED



UNDERSTANDING



DETERMINED

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Accessibility Plan 2026–2030

Vision Statement

At Dane Royd School we are committed to ensuring that every child is welcomed, valued and supported to achieve, belong and thrive. We believe inclusion is measured not by the support that is provided, but by the extent to which every child is able to participate fully in school life, develop positive relationships, experience success and feel a genuine sense of belonging within our school community.

We are committed to identifying and removing barriers that may prevent disabled pupils, staff, parents, carers and visitors from accessing education, facilities, information or wider opportunities. Through high expectations, strong relationships, person-centred planning and reasonable adjustments, we aim to ensure that every member of our school community can participate fully and flourish.

1. Legislation and Guidance

This plan complies with the requirements of:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 0–25 Years
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils with Medical Conditions
- Department for Education Accessibility Guidance

Under the Equality Act 2010 schools must prepare and implement an Accessibility Plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
 - Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services.
 - Improving the availability of accessible information to disabled pupils and their families.
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2. Definition of Disability

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

- A physical or mental impairment; and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disability may be visible or non-visible and is committed to making reasonable adjustments to ensure equal access and equal opportunity.

3. Our Inclusive Approach

At Dane Royd School we believe that accessibility is about more than physical access. Accessibility includes a child's ability to:

- Access learning.
- Participate in school life.
- Develop positive relationships.
- Feel safe and valued.
- Experience success.
- Develop independence.
- Achieve, belong and thrive.

We recognise that barriers may arise from:

- The environment.
- Teaching approaches.
- Curriculum design.
- Communication systems.
- Social expectations.
- Policies and procedures.

We adopt the social model of disability and actively seek to remove barriers rather than focusing solely on a child's impairment.

4. Person-Centred Accessibility

The school adopts a person-centred approach when considering accessibility and inclusion.

Decisions regarding support, reasonable adjustments and provision are informed by:

- Pupil voice.
- Parent and carer voice.
- Professional advice.

- Individual strengths.
- Aspirations and interests.
- Barriers to learning, participation and wellbeing.

Accessibility planning forms part of the school's wider commitment to inclusion, equality and belonging.

5. Accessibility Aims

The school aims to:

Curriculum Access

Increase access to the curriculum for disabled pupils.

Physical Environment

Improve and maintain access to the physical environment.

Information Access

Improve the availability and accessibility of information for pupils, families, staff and visitors.

Participation and Belonging

Promote participation, inclusion and belonging for disabled pupils in all aspects of school life.

6. Current Good Practice

The school already provides:

Curriculum Access

- High-quality adaptive teaching.
- Visual supports and prompts.
- Differentiated learning opportunities.
- Assistive technology where appropriate.
- Alternative recording methods.
- Sensory adjustments.
- Access to specialist services.

- Individual support programmes.
- Supporting Me to Learn Plans.
- Supporting Me to Thrive Plans.
- Multi-agency support.
- Individual healthcare plans.
- Education, Health and Care Plan provision where required.

Physical Environment

The school currently provides:

- Step-free access to key areas.
- Accessible entrances.
- Designated disabled parking.
- Accessible toilet facilities.
- Physical adaptations where required.
- Appropriate classroom seating.
- Reasonable adjustments to learning spaces.
- Risk-assessed adaptations for individual pupils.

Information Access

The school currently provides:

- Website information.
- Local Offer signposting.
- Parent information systems.
- Visual supports.
- Communication with families through a variety of formats.
- Personalised communication where required.

Participation and Belonging

The school promotes participation through:

- Educational visits.
- Residential visits.
- School Council.
- After-school clubs.
- Sporting activities.
- Performances and productions.
- Enrichment activities.
- Leadership opportunities.

Reasonable adjustments are made wherever possible to enable participation.

7. Accessibility Action Plan

Objective 1: Increase Access to the Curriculum

Intended Outcome

All disabled pupils can access a broad, balanced and ambitious curriculum alongside their peers.

Actions

- Regularly review classroom provision.
- Ensure adaptive teaching remains the first response to need.
- Provide specialist equipment where appropriate.
- Maintain close working relationships with external agencies.
- Use person-centred planning processes.
- Deliver targeted staff training.
- Monitor progress and participation of disabled pupils.

Responsibility

Headteacher, SENDCo, Inclusion Lead, Class Teachers.

Timescale

Ongoing.

Success Criteria

- Disabled pupils make strong progress from their starting points.
- Pupils access learning successfully.
- Barriers are identified and reduced promptly.
- Pupils report positive experiences of learning.

Objective 2: Improve and Maintain Access to the Physical Environment

Intended Outcome

The school environment remains accessible and safe for disabled pupils, staff, parents and visitors.

Actions

- Conduct annual accessibility audits.
- Monitor accessibility of entrances and exits.
- Review classroom layouts.
- Maintain accessible toilet facilities.
- Review signage where appropriate.
- Ensure risk assessments identify accessibility needs.
- Plan future adaptations where required.

Responsibility

Headteacher, Site Manager, Governors.

Timescale

Ongoing.

Success Criteria

- The school environment remains accessible.
- Disabled pupils access facilities safely.
- Physical barriers are minimised.
- Reasonable adjustments are implemented promptly.

Objective 3: Improve Access to Information

Intended Outcome

Information is available in accessible formats to pupils, families and visitors.

Actions

- Provide enlarged print where required.
- Use visual supports and symbols.
- Adapt written information when necessary.
- Seek specialist advice regarding communication needs.
- Review website accessibility annually.
- Ensure parents can access information in a format that meets their needs.

Responsibility

Headteacher, SENDCo, School Office.

Timescale

Ongoing.

Success Criteria

- Information is available in accessible formats.
 - Families report they can access information effectively.
 - Communication barriers are reduced.
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Objective 4: Promote Participation and Belonging

Intended Outcome

Disabled pupils participate fully in school life and experience a genuine sense of belonging.

Actions

- Monitor participation in clubs and enrichment activities.
- Review participation in educational visits.
- Gather pupil and parent voice.
- Identify barriers to participation.
- Make reasonable adjustments where necessary.
- Promote leadership opportunities for disabled pupils.
- Support participation in performances, sport and wider school life.

Responsibility

Headteacher, Inclusion Lead, SENDCo.

Timescale

Ongoing.

Success Criteria

- Disabled pupils participate fully in school activities.
- Pupil voice reflects positive experiences.
- Belonging and participation increase over time.

- Barriers to inclusion are reduced.
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8. Monitoring and Evaluation

The effectiveness of this plan will be monitored through:

- Pupil progress data.
- Attendance information.
- Participation information.
- Parent voice.
- Pupil voice.
- SEND Reviews.
- Annual Reviews.
- Accessibility audits.
- Governor monitoring.
- Incident and complaint analysis.

Findings will inform future school improvement priorities and accessibility planning.

9. Links with Other Policies

This Accessibility Plan should be read alongside:

- SEND Policy
- SEND Information Report
- Inclusion Policy
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy
- Intimate Care Policy
- Health and Safety Policy

Together these documents demonstrate the school's commitment to equality, accessibility, participation and belonging.

Accessibility Commitment

Dane Royd School is committed to ensuring that disabled pupils are not only able to access education, but are supported to participate, belong and thrive. Through person-centred planning, adaptive teaching, reasonable adjustments and a relentless commitment to removing barriers, we aim to create an environment where every child feels valued, included and able to achieve their full potential.