

# Durham Dales Partnership

Butterknowle, Frosterley, Hamsterley,  
St John's Chapel, Wearhead & Woodland  
Primary Schools



## Accessibility Plan

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## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	10
5. Links with other policies .....	10

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### 1. Aims

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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our schools within the Durham Dales Partnership are committed to treating all pupils fairly and with respect. This means providing access and opportunities for every pupil without any form of discrimination.

The accessibility plan will be published on the school website, and paper copies will be available upon request.

We are also committed to ensuring that staff receive training on equality issues, with reference to the Equality Act 2010, including a strong focus on understanding disability-related matters.

Our schools work in partnership with relevant organizations to develop and implement this plan.

Our complaints procedure covers all aspects of the accessibility plan. If you have any concerns about accessibility within the school, the procedure outlines how to raise these concerns.

We have involved a range of stakeholders in developing this accessibility plan, including pupils, parents/carers, staff, and school governors.

### 2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our schools offer a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Support plans are in place for all pupils with disabilities and are reviewed at least once per term.</li> <li>• Ensure emergency evacuation plans include provisions for pupils with disabilities.</li> </ul>	<p><b>Ensure all teaching materials are available in accessible formats</b> (e.g., large print, Braille, audio, digital) within a set timeframe.</p> <p><b>Provide appropriate assistive technology</b> for pupils who require it, and ensure staff are trained to use these tools effectively.</p> <p><b>Adapt classroom environments</b> to meet physical accessibility standards, including seating arrangements and mobility access.</p> <p><b>Train all teaching and support staff</b> in inclusive teaching strategies and disability awareness by the end of the academic year.</p> <p><b>Offer alternative assessment methods</b> to ensure pupils can demonstrate learning without disadvantage.</p>	<p><b>Ensure all teaching materials are available in accessible formats</b></p> <ul style="list-style-type: none"> <li>• Audit current teaching resources for accessibility gaps.</li> <li>• Convert core materials into large print, Braille, audio, and digital formats when required.</li> <li>• Implement a system for teachers to request accessible versions in advance.</li> </ul> <p><b>Provide appropriate assistive technology</b></p> <ul style="list-style-type: none"> <li>• Identify pupils' individual technology needs through assessment.</li> <li>• Purchase and maintain assistive devices (e.g., speech-to-text software, screen readers).</li> <li>• Train staff and pupils on effective use of these tools.</li> </ul> <p><b>Adapt classroom environments</b></p> <ul style="list-style-type: none"> <li>• Conduct accessibility audits of classrooms and shared</li> </ul>	<p><b>Accessible Resources Provided</b></p> <ul style="list-style-type: none"> <li>• When required, teaching materials are available in at least one alternative format (e.g., large print, audio, digital) within the required timeframe.</li> </ul> <p><b>Assistive Technology in Use</b></p> <ul style="list-style-type: none"> <li>• Pupils who need assistive technology have access to appropriate devices and software, and staff can demonstrate effective use.</li> </ul> <p><b>Inclusive Classroom Environment</b></p> <ul style="list-style-type: none"> <li>• Classrooms and shared spaces meet physical accessibility standards (ramps, adjustable desks, clear pathways).</li> </ul> <p><b>Staff Training Completed</b></p> <ul style="list-style-type: none"> <li>• All teaching and support staff</li> </ul>

**Increase pupil participation in all aspects of school life**, including extracurricular activities, through reasonable adjustments.

**Monitor and evaluate progress** in accessibility annually, using feedback from pupils, parents, and staff.

spaces.

**Train all teaching and support staff**

- Organize annual training sessions on inclusive teaching strategies.
- Provide refresher courses on disability awareness and assistive technology.
- Share best practices through staff meetings and online resources.

**Offer alternative assessment methods**

- Create guidelines for teachers on adapting assessments.
- Provide extended time or alternative formats for exams.
- Use oral presentations or practical demonstrations as alternatives where appropriate.

**Increase pupil participation in all aspects of school life**

- Review extracurricular activities for accessibility.
- Make reasonable adjustments for trips and events.
- Promote inclusive clubs and peer support programs.

have attended annual training on inclusive practices and assistive technology.

**Adapted Assessment Methods**

- Pupils with disabilities are offered alternative assessment methods and extended time where needed.

**Participation in School Life**

- Pupils with disabilities participate in extracurricular activities at a rate comparable to their peers.

**Positive Feedback**

- Surveys from pupils, parents, and staff show improved satisfaction with accessibility and inclusion.

**Monitoring and Reporting**

- Annual accessibility review completed and published, showing measurable improvements year-on-year.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
			<p><b>Monitor and evaluate progress</b></p> <ul style="list-style-type: none"><li>• Collect feedback from pupils, parents, and staff annually.</li><li>• Use accessibility checklists and progress reports.</li><li>• Publish an annual accessibility review and improvement plan.</li></ul>	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p><b>Ensure Compliance with Accessibility Standards</b></p> <ul style="list-style-type: none"> <li>• Regularly audit buildings, pathways, and facilities to meet legal and best-practice accessibility requirements (e.g., ramps, handrails, signage, door widths).</li> </ul> <p><b>Enhance Wayfinding and Signage</b></p> <ul style="list-style-type: none"> <li>• Provide clear, visible, and accessible signage (including tactile and braille options) to help all users navigate the environment easily.</li> </ul> <p><b>Maintain Safe and Inclusive Pathways</b></p> <ul style="list-style-type: none"> <li>• Keep entrances, corridors, and outdoor routes free from obstacles, well-lit, and suitable for individuals with mobility aids or sensory impairments.</li> </ul> <p><b>Implement Continuous Feedback and Improvement</b></p> <ul style="list-style-type: none"> <li>• Establish a system for</li> </ul>	<p><b>Ensure Compliance with Accessibility Standards</b></p> <ul style="list-style-type: none"> <li>• Conduct quarterly accessibility audits of all facilities.</li> <li>• Update or install ramps, handrails where needed.</li> <li>• Train staff on accessibility requirements and inclusive practices.</li> </ul> <p><b>Enhance Wayfinding and Signage</b></p> <ul style="list-style-type: none"> <li>• Install clear, high-contrast signage at key points (entrances, exits, restrooms).</li> <li>• Add tactile and braille signs for visually impaired users.</li> <li>• Implement digital wayfinding tools (maps or apps) for easy navigation.</li> <li>• Regularly review and replace worn or outdated signage.</li> </ul> <p><b>Maintain Safe and Inclusive Pathways</b></p> <ul style="list-style-type: none"> <li>• Schedule routine</li> </ul>	<p><b>Ensure Compliance with Accessibility Standards</b></p> <ul style="list-style-type: none"> <li>• All facilities pass quarterly accessibility audits with no major non-compliance issues.</li> <li>• Ramps, handrails, and automatic doors are installed and functioning where required.</li> <li>• At least 90% of staff complete accessibility and inclusion training annually.</li> <li>• A documented improvement plan exists and is updated after each audit.</li> </ul> <p><b>Enhance Wayfinding and Signage</b></p> <ul style="list-style-type: none"> <li>• High-contrast signage is installed at all key points and meets visibility standards.</li> <li>• Tactile and braille signage is available in all required areas.</li> <li>• Digital wayfinding tools are operational and accessible</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• users to report accessibility issues and regularly review feedback to make timely improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• inspections to remove obstacles and hazards.</li> <li>• Ensure pathways are well-lit and surfaces are even.</li> <li>• Provide seating and rest areas along longer routes.</li> <li>• Implement winter maintenance plans (e.g., gritting paths during icy conditions).</li> </ul> <p><b>Implement Continuous Feedback and Improvement</b></p> <ul style="list-style-type: none"> <li>• Set up an easy-to-use feedback system</li> <li>• Hold annual accessibility review meetings with stakeholders.</li> <li>• Track and report improvements to demonstrate progress.</li> </ul>	<ul style="list-style-type: none"> <li>• to users.</li> <li>• Signage is reviewed and updated at least once per year.</li> </ul> <p><b>Maintain Safe and Inclusive Pathways</b></p> <ul style="list-style-type: none"> <li>• Routine inspections are completed on schedule, with issues resolved within 10 working days.</li> <li>• Pathways remain well-lit and free of obstacles 95% of the time.</li> <li>• Seating and rest areas are available at designated intervals along longer routes.</li> <li>• Winter maintenance plans are implemented promptly during adverse weather.</li> </ul> <p><b>Implement Continuous Feedback and Improvement</b></p> <ul style="list-style-type: none"> <li>• Feedback system is active and accessible to all users.</li> <li>• Reported issues are acknowledged within 2 working days and resolved within 5 working days.</li> <li>• Annual accessibility review meetings are held and documented.</li> <li>• Progress reports show measurable improvements year-on-year.</li> </ul>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Provide Information in Multiple Accessible Formats when required</li> <li>• Clear, Simple Language and Visual Supports used for pupils when required. This usually follows guidance from external professionals (e.g. SALT).</li> <li>• Implement Assistive Technology and Personalized Support for pupils when required. This usually follows guidance from external professionals (e.g. SALT).</li> </ul>	<p><b>Provide Accessible Learning Materials</b></p> <ul style="list-style-type: none"> <li>• Ensure all educational content is available in multiple formats (e.g., large print, braille, audio, and digital formats compatible with assistive technology).</li> </ul> <p><b>Enhance Communication Methods</b></p> <ul style="list-style-type: none"> <li>• Use clear, simple language supported by visual aids, captions, and symbols to make information understandable for pupils with diverse needs.</li> </ul> <p><b>Integrate Assistive Technology and Individual Support Plans</b></p> <ul style="list-style-type: none"> <li>• Implement tools such as screen readers, text-to-speech software, and captioned videos, alongside personalized strategies tailored to each pupil's requirements.</li> </ul>	<p><b>Provide Accessible Learning Materials</b></p> <ul style="list-style-type: none"> <li>• Convert all key documents and resources into large print, braille, audio, and digital formats compatible with screen readers.</li> <li>• Establish a process for teachers to request alternative formats before lessons.</li> <li>• Regularly review and update materials to ensure accessibility compliance.</li> </ul> <p><b>Enhance Communication Methods</b></p> <ul style="list-style-type: none"> <li>• Train staff to use plain language and visual aids when delivering information.</li> <li>• Incorporate pictograms, diagrams, and captioned videos into classroom resources.</li> <li>• Develop templates for accessible communication (letters, homework instructions, etc.).</li> </ul>	<p><b>Provide Accessible Learning Materials</b></p> <ul style="list-style-type: none"> <li>• All core learning materials are available in at least two alternative formats (e.g., large print and digital).</li> <li>• Digital resources are fully compatible with screen readers and assistive technology.</li> <li>• Teachers can access a clear process for requesting alternative formats before lessons.</li> </ul> <p><b>Enhance Communication Methods</b></p> <ul style="list-style-type: none"> <li>• Staff consistently use plain language and visual aids in classroom communication.</li> <li>• At least 90% of classroom resources include diagrams, pictograms, or captions where appropriate.</li> <li>• Templates for accessible communication are created and used for homework and notices.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	SUCCESS CRITERIA
			<p><b>Integrate Assistive Technology and Individual Support Plans</b></p> <ul style="list-style-type: none"> <li>• Provide pupils with access to assistive tools such as text-to-speech software and captioning services.</li> <li>• Create and maintain personalised support plans for pupils with disabilities.</li> <li>• Offer regular training sessions for staff on using assistive technologies effectively.</li> </ul>	<p><b>Integrate Assistive Technology and Individual Support Plans</b></p> <ul style="list-style-type: none"> <li>• All pupils who need assistive technology have access to appropriate tools (e.g., text-to-speech, captioning).</li> <li>• Individual support plans are in place for 100% of pupils with identified needs and reviewed termly.</li> <li>• Staff receive annual training on assistive technology and demonstrate its use in lessons.</li> </ul>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Co-Executive Headteachers and school SENDCos.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy