Dial Park Primary School Accessibility Plan (2026–2029)

School Name: Dial Park Primary School

Trust: Four Rivers Multi-Academy Trust

Local Authority: Stockport Metropolitan Borough Council

Date of Adoption: Autumn Term 2026

Period Covered: September 2026 – August 2029

Approved By: Governing Body & Trust Board

1. Vision & Legal Framework

At Dial Park Primary School, we are committed to providing an inclusive, accessible environment that values and respects all pupils, staff, parents, and visitors. As an open and welcoming community with high pupil mobility, our ethos ensures that no child or family is turned away regardless of significant physical, learning, or contextual needs.

This Accessibility Plan is drawn up in accordance with:

- **Schedule 10 of the Equality Act 2010** (and the Public Sector Equality Duty).
- **The Children and Families Act 2014** (Section 69).
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** (2015).
- **DfE Guidance:** *Equality Act 2010: advice for schools*.

Under the Equality Act 2010, the school has three core statutory duties regarding accessibility:

1. **Increase the extent to which disabled pupils can participate in the curriculum.**
2. **Improve the physical environment of the school to increase access to education, benefits, facilities, and services.**
3. **Improve the delivery of written information to disabled pupils, parents, and visitors in accessible formats.**

2. School Profile & Context

- **Setting:** Dial Park is a vibrant, values-centered primary school serving 315 primary pupils, 24 resourced provision pupils and 50FTE Nursery, and up to 16 FTE 2-year-old provision.
- **Pupil Mobility:** High cohort mobility (typically 15%–40% turnover per cohort) requires rapid onboarding, flexible baseline diagnostic tools, and adaptive physical/curricular support on short notice.

- **SEND Resource Provision:** Dial Park works in close partnership with Stockport Council and Four Rivers MAT to deliver targeted SEND support and expand local resource provision to serve children within their local community.

3. Core Priorities & Action Plan (2026–2029)

Priority 1: Curriculum Accessibility

Goal: Ensure all pupils with SEND, physical disabilities, or additional needs can access a broad, balanced, and ambitious curriculum on an equal basis.

Target / Action	Implementation Strategy	Responsibility	Success Criteria	Review Date
Adaptive Teaching & Training	Deliver ongoing CPD on adaptive teaching strategies, scaffolding, and subject-specific accessibility.	SENCO / Headteacher	Staff demonstrate confident use of adaptive strategies; removal of barriers to subject access observed in monitoring.	Termly (Ongoing)
Assistive Tech & Equipment	Provide tailored learning aids (e.g., writing slopes, wedge cushions, shaped pens/pencils, screen overlays, speech-to-text software).	Class Teachers / SENCO	Pupils access resources matched to their physical/ sensory needs; independent learning is supported.	Ongoing on admission
EAL & Mobile Pupil Diagnostic	Rapidly assess EAL and mobile new arrivals using diagnostic baselines to eliminate academic barriers.	EAL Lead / Class Teachers	Baseline data established within 5 days; targeted curriculum support deployed immediately.	Ongoing
Inclusive Physical Education & Arts	Ensure specialist physical education, dance, and outdoor activities are adapted for pupils with physical disabilities.	PE / Arts Leads	100% participation of disabled pupils in trips, sports, and specialist arts sessions.	Annually

Priority 2: Physical Environment Accessibility

Goal: Enhance the physical site to enable disabled pupils, staff, parents, and visitors to navigate all areas safely and independently.

Target / Action	Implementation Strategy	Responsibility	Success Criteria	Review Date
Corridor & Access Routes	Maintain clear main corridors, wide door openings, and unobstructed pathways.	Site Manager / SLT	Unimpeded access throughout the school for wheelchair users and mobility aids.	Daily / Termly Check
Emergency Evacuation (PEEPs)	Maintain Personal Emergency Evacuation Plans (PEEPs) for all pupils/staff with temporary or permanent physical/sensory needs.	DSL / Site Manager	All relevant individuals have active, tested PEEPs with trained designated staff.	Updated on entry / Termly

Hygiene & Changing Facilities	Maintain accessible toilets and hygiene suites fitted with changing mats and adaptive support rails.	Site Manager / SENCO	Safe, dignified personal care facilities available across main school and early years.	Bi-annually
Parking & External Site Access	Keep designated disabled parking bays clearly marked; clear pathways of moss/ vegetation; check ramp angles and door entry systems.	Site Manager	Safe, slip-resistant, and clear entrance paths for parents, pupils, and visitors.	Termly Review

Priority 3: Accessible Information Delivery

Goal: Improve the availability of written and digital information for disabled pupils, parents, and carers.

Target / Action	Implementation Strategy	Responsibility	Success Criteria	Review Date
Alternative Formats	Provide school communications through technology which allows enlarged print, easy-read, or translated formats upon request.	Admin Team / EAL Lead	All requested communications delivered in required formats promptly.	On Request
Digital Accessibility	Ensure the school website adheres to Web Content Accessibility Guidelines (WCAG 2.1 AA), including screen-reader compatibility and alt-text on images.	IT Lead / Admin	Website fully accessible; parents can navigate school information seamlessly.	Annual Audit
Parent/ Carer Induction	Reception and office staff actively identify parents/carers who require physical or communication support upon entry.	Admin / Reception Staff	Positive feedback from carers; full engagement in meetings, parent consultations, and reviews.	Termly

4. Monitoring, Evaluation, and Links to Other Policies

This plan is monitored continuously by the Headteacher, SENCO, and Site Manager, and is formally reviewed by the Governing Body and Four Rivers MAT every three years.

Related Policies & Frameworks:

- Special Educational Needs and Disability (SEND) Policy
- Pupil Mobility & Admissions Integration Policy
- Health and Safety Policy
- Equality, Equity, and Diversity Policy
- School Complaints Procedure