



Pirton Hill Primary School

Accessibility Plan

Originated by: SLT
Reviewed by: SBM, Headteacher & SENDCo
Ratified by Governors: June 2026
Review Date: Summer 2029

1. Overarching Values

Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

2. Policy Statement

2.1 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 each 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

2.2 Pirton Hill Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils and staff across the School community without discrimination of any kind.

Currently we provide:

- A broad and balanced curriculum for all our pupils, including those with SEN and disabilities through our SEND policy;
- Additional support for pupils with SEN and disabilities through our SEND policy
- Increased awareness in terms of differentiation for those pupils with disabilities;
- Ongoing staff training on pupil disability and discrimination;

- Support to raise pupils' awareness of disability and discrimination;
- Pupils' different formats and associated technology for learning and assessments.

2.3 Pirton Hill Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3. Legal Framework

3.1 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.

3.2 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.

3.3 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.

4. Monitoring Arrangements

4.1 The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

4.2 This document review will be led by the School Business Manager, in conjunction with the SLT and SENDCo, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Health and safety policy;
- Equality information and objectives policy (public sector equality duty) statement for publication;
- SEND policy;
- Special educational needs (SEN) information report;
- Supporting Pupils with Medical conditions policy.

Appendix 1 - Pirton Hill Primary Accessibility Plan 2026-29

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

Aim	Current practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
Increase access to the Curriculum for pupils with a disability.	Our school offers a differentiated and inclusive curriculum for all pupils. Where appropriate, we use effective and tailored resources to help cater for the specific needs of the learner with a defined disability. CPD and training delivered to Teaching Assistants to ensure an understanding on how to support SEND children. Curriculum progress is tracked for all pupils, including those with a disability.	Curriculum offer is tailored to the needs of all pupils, including those with a disability. To improve staff awareness of disability issues.	To continue to monitor and review the offer and make recommendations. Cost recommendations and model into budgets going forward. Ensure staff training is kept up to date and a professional support network is maintained.	SLT and SENDCO School Business Manager SLT and SENDCO	Ongoing Depending on need Ongoing	Curriculum offer is inclusive for the benefit of all pupils, including those with a disability. Lesson observations show that all children make progress within lessons. Training record which can be monitored and audited.

	Appropriate targets are set for all pupils with additional learning needs. Curriculum is reviewed to ensure it adequately meets the needs of all pupils.					
To improve and maintain the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.	School environment is adapted to the needs of the pupils, staff and visitors as required This includes but is not limited to: • Ramps where practical; • Corridor width; • Disabled parking bays; • Safe access around the exterior of school; • Unisex, disabled toilets, showers and changing facilities; • Personal	Accessibility audit. Premises condition survey report, with five-year premises management plan (to incorporate accessibility planning).	Conduct accessibility audit. Commission premises report and update five-year premises plan. Signage to indicate wheelchair friendly routes around school (internal & external).	Headteacher, SENDCO and link governor. School Business Manager School Business Manager	January 2027 December 2026 December 2026	Accessibility audit feeds into premises development plan –highlighting where accessibility improvements can be made.

	Emergency Evacuation plans (PEEPs) for all disabled pupils, staff & visitors; • Low level, wheel chair accessible library shelving; • Furniture reconfiguration (as appropriate); • Outdoor areas in terms of seating, quiet time & sensory stimulations; • Appropriate transport arrangements for educational trips.		Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached as Appendix 2).	School Business Manager	On-going	
To improve the delivery of information.	School uses a range of communication methods to ensure information and resources are accessible. This includes but is not limited to: • Internal signage;	Ensure resources are kept up to date and renewed, as and when technology dictates. Conduct regular audits of	Keep up to date with research and professional networks. Audit carried out and reviewed	SLT and SENDCO and Link Governor, SLT,	Ongoing On-going	Staff remain up to date with best practice, research and professional networking opportunities. A clear record of relevant training is in place.

	• Large print resources; • Differentiated resources (specific to the needs of the individual); • Electronic aids; • IT software • Pictorial and/or symbolic representations; • Access arrangements.	communication methods to ensure they are relevant and reflect need.	against need -with recommendations. Induction loops fitted in main reception;	SENDCO, School Business Manager School Business Manager	Depends on need	Audit carried out and review document is available. Communication improved for pupils, parents and visitors with a hearing impairment.
To seek parental and pupil feedback	Feedback used to inform future priorities and school improvement.	Conduct regular questionnaires to ensure Accessibility Plan is relevant and reflects need.	Questionnaire / consultation with parents of pupils with SEND.	SLT and SENDCO	On-going	Questionnaire carried out and review document is available. Review document feeds into School Improvement and accessibility plans – highlighting where improvements can be made.

Appendix 2 – Classroom Risk Assessment

Area	At Risk	Hazard	Control Measures	Rating (High / Medium / Low)	Comments / Actions
Classrooms	Pupils, staff	Slips, trips and falls, electric shock, cuts	• Floor to be in good condition to prevent slips, trips and falls; • Walkways not to be littered with bags and coats; • Do not allow cables to trail across walkways; • Mains outlet sockets to be in good condition, not damaged or cracked in any way; • Replace damaged or broken glass in windows; • Low level glass to be filmed or safety glass; • Chairs and desks to be in a good condition; • Class sizes to be risk assessed; • Spillages cleaned up promptly; • Rubber feet to be replaced regularly on classroom furniture; • Actions logged for Site Staff to attend to.	Low	Staff aware of Health and Safety Policy. No reported actions outstanding.