

Accessibility plan

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

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 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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Peases West Primary, Pupils, parents, families, staff, the community and Governors work extremely hard together to develop a safe, happy and caring and stimulating environment in which everyone in the school community can be challenged and can find success.

Peases West Primary School has pupil well being and personal development at its heart. Every child is entitled to the highest standard of education, set within a range of learning opportunities which take into account everyone's interests and talents. We are committed to providing and maintaining the highest standard of education; preparing children for life's challenges and equipping them with the skills and confidence necessary for success in adulthood. Through a highly differentiated curriculum, care, support and guidance, we aim to establish a happy, safe, secure and exciting environment that promotes excellence in learning and teaching, equality and high expectations; where every child's potential is realised and learning is supported and celebrated with the wider community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Ensure full access to the curriculum for all children. Ensure collaborative working between Parents/Carers/Nursery feeder schools/ Childcare providers/Health Visitors/Advisory staff to review intake each year. Care plans reviewed termly.	Identify pupils with additional needs. Ensure sufficient staff training. Liaison with Parents/Carers/Young person/professionals.	SLT Pastoral Professionals	Ongoing	Procedures and support strategies in place to meet needs of individuals. Collaborative approach.
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	Maintain and improve the physical environment of the	Maintain adjustments already made to the building to accommodate	MM ST Estate	Ongoing	Needs of all will be met.

environment	This includes: • Portable ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	school.	needs of pupils, staff and visitors. Consider disabilities when undertaking future improvements and developments e.g. lighting, facilities and fittings.	manager		
Improve the delivery of information to pupils, staff, parents and visitors with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal and external signage • Large print resources when needed • Pictorial or symbolic representations (e.g.)	Ensure the physical environment of the school enables disabled pupils, staff, parents and visitors to have the best possible opportunities to take advantage of education and associated services.	Communication via newsletters/facebook/text messaging/website. Identify any access requirements.	MM CH	Ongoing	Reduce the risk of accidents.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building with several access points from outside. Steps to EYFS from within main school building and to KS2 area from cloakroom.	Access to areas can be secured from other parts of the building. Ensure access to areas is clear.	MM ST	A26
Corridor access	Open plan building.	Ensure all walkways within building are clear.	MM ST ESTATE MANAGER	A26
Lifts	N/A			
Parking bays	School has a care park with allocated car parking bays. There are further car parking bays, including a disabled bay situated at the top of the school drive,	Ensure Disabled bay clearly identified.	ST	Sp27
Entrances	Entrances to the building are accessed by steps. The hall entrance is a flat and has wide doors fitted. There is an intercom system at the main school gate and a signal at the hall doors to enable visitors to contact the	Consider video intercom to gate/doors.	MM ESTATE MANAGER	Su27

	school office.			
Ramps	School has a portable ramp to enable access to the cloakroom/EYFS areas.	Consider permanent ramp access to the front of the school.	MM ST ESTATE MANAGER	A27
Toilets	There are disabled toilet facilities for both adults and children in the main school building. There is a designated changing area in the EYFS.			
Reception area	The Reception area has access-controlled doors upon entry. These can be released by button on exit. There is also intercom and remote access to the gates.			
Internal signage	The building has internal signage and escape routes are clearly marked.	Consider braille signage.	MM	Su27
Emergency escape routes	Escape routes are clearly marked. Visitors are asked to make it known to office staff if they require assistance in the event of an emergency evacuation. A member of staff would then be assigned to assist in the event of an emergency.	Produce Personal Emergency Evacuation Plan for children with disabilities.	MM ST	A26

Description	Name / Title	Signature	Date
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