



# **Pilsley Church of England Primary School**

## **Accessibility Plan 2026-2029**

### **Statement of intent**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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

Pilsley CE Primary 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. We are committed to taking all steps to avoid placing anyone at a substantial disadvantage and work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

Our school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. We continually look for ways to improve accessibility within the school through pupil voice, data collection, parent questionnaires and discussions.

This plan will be made available online on the school website, and paper copies are available upon request. Pilsley CE Primary 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

- Staff
- Governors
- Pupils

## **1. Legal framework**

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.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Admissions Policy

- Anti-Bullying Policy
- Behaviour Policy
- Data Protection Policy
- Early Years Policy
- Equality Information and Objectives Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- School Improvement Plan

## **2. Definitions**

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **3. Purpose**

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum

- Improve access to the physical environment of the school
- Improve the delivery of the information

Pilsley CE Primary School also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

#### **4. Roles and responsibilities**

The Governing body will be responsible for:

- Monitoring the Accessibility Plan (attached to this policy)
- Approving the Accessibility Plan before it is implemented.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing body
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher/Head of School and governing body to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with our Medications Policy.

## **5. Accessibility Plan**

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow

- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

### **Strategy 1**

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.

- Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
- All departments to ensure that schemes of work have clear differentiation included
- SENCO to work closely with SLT and teachers to ensure that all learning is accessible to all pupils
- Teaching staff to liaise with SENCO and TA's prior to lessons so that support is fully utilised.

2. Ensure equal access for disabled pupils to co-curricular activities and school visits.

- Risk assessment and planning of trips to include accessibility references

- Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan

3. Ensure that all pupils feel supported and included within the school.

## **Strategy 2**

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of our school. We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school

- Provide a designated disabled parking space
- Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access

2. Lighting

- Provide adequate lighting in all areas of the school environment

3. Toilets

- To have sufficient disabled toilets available along with appropriate hand washing facilities.

### **Strategy 3**

Improving the delivery of information (to disabled pupils and parents).

We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

### **Equal opportunities**

Pilsley CE Primary School strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness.

This Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

### **Admissions**

Pilsley CE Primary School will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

### **Curriculum**

Pilsley CE Primary School is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. These are detailed within our SEND policy.

Specialist resources are available for pupils with visual impairments, such as large print reading books. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

### **Physical environment**

Pilsley CE Primary School is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

### **6. Monitoring and review**

This policy (and the attached plan) will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing body and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

## **Accessibility Plan for Pilsley CE Primary School**

### **Statement of intent**

Our plan should be read in conjunction with our School Improvement Plan and outlines the proposals of the governing body of Pilsley CE Primary School CE Primary to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

**Planning duty 1: Curriculum for all of our children at Pilsley CE Primary School**

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
<b>Short term</b>	Subject leaders do not know whether their curriculum areas are accessible to all.	Improve provision for children with specific SEN challenges which may prevent them from accessing full curriculum	Headteacher SENDCO	Spring 2026	All curriculum planning ensures that all children can access all areas	SEND provision and adaptation staff training Autumn 202/25 and Autum
	Class 4 acoustics are not of sufficient quality to enable a child with hearing difficulties to access learning	Improve acoustic quality in the classroom environment.	Headteacher SENDCO	Spring 2026	LA to return to complete a new acoustic audit. Feedback from pupil and parents as to whether adaptations have been successful.	Two large rugs installed in May 2026 to help absorb the sound. Acoustic absorbing sound panels stuck inside cupboard doors next to the school clock and around other

						areas in the classroom.
	Some blinds are missing in Class 4 meaning that a child with a visual impairment struggles with glare in certain areas of the classroom.	Install new blind as recommended by LA VI service	Headteacher/ SENDCO	Spring 2026	LA to return to complete a new visual environment audit. Feedback from pupil and parents as to whether adaptations have been successful.	New blind installed in May 2026.
<b>Medium to Long term</b>	Need to improve tracking for those children with additional needs and set shorter more frequent targets that can be reviewed. These should not always be in line with ARE curriculum.	Regular meetings with SENDco and parents to review progress outside of parents evening before reports are given out to look at smaller next steps and set reasonable targets that are measurable against alternative provision.	Class teachers/ SENDCO	Autumn 2026- Summer 2027	Earlier identification of any additional need and review	Summer 2027

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Interior of school not always clear potentially restricting access and posing hazards to people with restricted mobility and/or vision.	Maintain safe access around the interior and exterior of the building	Headteacher/ SBO	Autumn 2026	All pathways, corridors and all doorways are always kept clear and accessible. All people with disabilities can move around both sites unhindered.	H&S review in Autumn 2026
<b>Medium and Long term</b>	Not all staff are aware of administration of medicine or how to support for children with additional medical needs (such as diabetes).	Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	EHT: Update Medications Policy School Business Manager: EHCP information within the staffroom	Spring 2027	Ensure all children with medical needs have clear plans, developed with parents/guardians, and that these plans are shared as appropriate	Review of risk assessments
	Some signs and methods of communication around school may not be accessible/readable for all the community posing	Ensure availability of large print resources and where appropriate braille Add pictorial or	Headteacher/ SBO	Spring 2027	All signs and areas of common usage around school and accessed externally are accessible by all	H&S review

	additional barriers to those with visual impairment	symbolic representations to familiar signs				
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### Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Ongoing	All the information from school is currently on paper/online which may not be accessible to some pupils, staff, parents/carers	To enable improved access to all information for pupils, parents and visitors.	SENDO and SBO	Review with governors in 2027	Create and offer information in alternative formats. All pupils, parents and visitors have access to appropriate information.	Check list for supply teachers. Printed versions made available



