



Accessibility Plan

2023 –2026

Policy updated: May 2025
Next Policy review: May 2026

Aims

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

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the availability of accessible information to disabled pupils and members of our school community

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 Pirton School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Pirton School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Accessibility Plan complements and supports the school's Equality Scheme and Equal Opportunities Policy, and will similarly be published on the school website. We understand that the Local Authority monitors the schools activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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 and governors of the school. External agencies would be consulted if necessary, as and when need arises.

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.

Priority 1: The school site and accessibility

Summary of school building and grounds (Updated May 2025)

The original school building was opened in 1877 and is single storey containing three classrooms and the Admin and Headteacher offices. There is disabled access to the offices and to two of the classrooms. There is a disabled toilet in the main corridor. The school has budgeted to improve this disabled toilet in the financial year 2025-2026 to reduce the amount of materials stored in it which would improve accessibility.

The old School House is joined to the school and has been incorporated into the main building. The ground floor includes a teaching space currently used as a music room and a staff kitchen. The first floor includes a room currently used as a staff room, a toilet, several storage cupboards, a large staff office and a large resources room. There is disabled access to the ground floor of the School House and access to a disabled toilet via one of the classrooms.

The school is aware that communal facilities for staff are not accessible for staff with mobility issues. This is because the staffroom and the resources room is on the top floor of the school house, accessed by a flight of steep stairs. There is a disabled toilet on the ground floor and cooking facilities on the ground floor. The school would be able to relocate the staff room if the need arose. We have a downstairs room, currently used as a library, which could be used as a staffroom.

A more recent block, built in 1975, consists of a hall, classroom and a kitchen where school meals are prepared. There is disabled access to this building via the school hall. A ramp to the classroom was installed in Summer 2018 and to the rear of the hall. There is a disabled toilet off the school hall.

Two additional stand alone classrooms are on the playground. These classrooms are fully equipped for disabled access with a disabled toilet and level access throughout.

There is a level (no steps) hard-surfaced playground between all the buildings and a level tarmac pathway alongside the school field.

Target	Strategy	Outcome	Timeframe	Progress
Entrances and exits are accessible for all members of the school community.	Continue to ensure that entrances, exits and routes around the school support the needs of the school community. Permanent and/or moveable ramps to be considered to facilitate ease of access across the school. Additional TA support to be considered for wheelchair users where necessary.	The school will be accessible to all members of the school community.	Gradual increase of ramps / when necessary	Ramps installed to all classrooms except Wrens
Alteration of disabled toilet in main school building.	Alter layout of main toilets in the corridor of the school to create unisex toilets (3) for the one class that uses these toilets. Conversion of the existing boys toilet into a large staff/visitor toilet with storage for spare clothes etc currently stored in disabled toilet. Removal of items currently stored in disabled toilet.	The disabled toilet, which is currently cluttered, will be easily accessibility by staff, pupils and visitors with a disability. Children who require adult assistance to change can be supported in a larger purpose built space away from the main corridor, preserving their dignity.	The first stage of the toilet project is budgeted for in the 2025-2026 financial year.	Plumbers have visited, quotes have been received. The budget needs to be approved by governors.

Priority 2: The curriculum and accessibility

Target	Strategy	Outcome	Timeframe	Progress
To raise awareness of SEN/D with staff and governors	Carry out SEN audit Inform staff and governors of their responsibility under SEN Code of Practice.	The school will evaluate itself against requirements of the SEN Code of Practice and know areas of strength and areas that require action. Staff and governors will know the definition of SEN/D and understand their role and responsibilities under the Code of Practice.	Autumn term 2023	SEND governor completes regular meetings with SENCo and feedback at FGB meetings. May 2025 – there is a new SEN governor and new SENCO since this plan was written.
Develop understanding and provision across the school for children with SEND.	Review of staff training needs. Liaise with external advisors. Senco advice and input. Regular review of pupils on SEND Register.	Named Autism lead in place (Lucy Bailey from September 2023) Staff have clear understanding of needs of pupils with specific learning difficulties and make reasonable adjustments to ensure the curriculum is fully accessible to them. Safe and calm area available for individual pupils. Increased number of staff trained for teaching pupils with ASD and other specific learning difficulties.	Ongoing	Training courses arranged by DSPL, the Leys SpLD base and Woolgrove School regularly attended by staff.
To monitor and accelerate the progress and attainment of children with SEN/D	Further personalise learning for SEN pupils through the use of one page profiles. Implement provision map for SEN/D pupils SEN and SLT to closely track pupil progress of SEN/D cohort.	One page profiles in place for all SEN/D pupils. Whole school provision map in place and updated termly. Regular (at least half termly) SENCo/HT meetings to review progress of pupils with SEN/D SEN link governor meetings	Ongoing	SEND pupils discussed in termly pupil progress meetings. Progress in line with their peers expected. SENCo attends all Pupil Progress meetings

Priority 3: Information and accessibility

Target	Strategy	Outcome	Timeframe	Progress
Stakeholder involvement in policy and procedures outlined in the Equality Scheme and Plan.	Equality Scheme published on school website. Further communication to parents through monthly newsletter. Equality Scheme and plan shared with staff. Staff, Parent and Pupil surveys Questionnaires to be included in induction pack and made available to all new parents. Information from DSPL (Delivering Special Provision Locally) signposted to parents via website (SEND area of the website includes Parents, Carers and Young People Weekly Round Up)	Up to date equality scheme and plan accessible on school website. Questionnaires to be carried out September 2023	Autumn term 2023	Equality Scheme and Accessibility Plan published on school website.
Availability of written information in alternative formats	The school will make itself aware of services available for converting written information into alternative formats.	The school will be able to provide written information in alternative formats when requested for individual purposes	Ongoing	