



# **Accessibility Plan**

## **2026 –2029**

**Policy updated: May 2026**  
**Next Policy review: May 2027**

## 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 information and objectives policy which is also 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 2026)**

The original school building was opened in 1877 and is single storey containing three classrooms and the Admin and Headteacher offices. Without the use of a step or ramp, there is access to the offices, to two of the classrooms and to two adult toilets. There is a further accessible toilet in the main corridor with rails and a pull cord. The school improved this larger toilet cubicle in the financial year 2025-2026 and this is now exclusively for the use of staff, visitors and children with disabilities.

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 accessible access to the ground floor of the School House. There is further access to an accessible toilet via the school hall.

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 are several accessible toilets 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. Without the use of a step, there is access to this building. A ramp to the classroom was installed in Summer 2018 and to the rear of the hall. There is an accessible toilet off the school hall.

Two additional stand alone classrooms are on the playground. These classrooms are fully equipped for disabled access with accessible toilets 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	Actions	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

**Priority 2: The curriculum and accessibility**

<b>Target</b>	<b>Actions</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Progress</b>
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.	Ongoing	SEND governor completes regular meetings with SENCo and feedback at FGB meetings.
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	Actions	Outcome	Timeframe	Progress
Relaunching of Equality information and objectives policy	<p>Equality information and objectives policy published on school website.</p> <p>Further communication to parents through monthly newsletter.</p> <p>Equality Scheme and plan shared with staff.</p> <p>Staff, Parent and Pupil surveys</p> <p>Questionnaires to be included in induction pack and made available to all new parents.</p> <p>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)</p>	Up to date equality scheme and plan accessible on school website.	Ongoing	<p>Equality Scheme and Accessibility Plan is now published on school website.</p> <p>Annual training to be established from September 2026</p>
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	