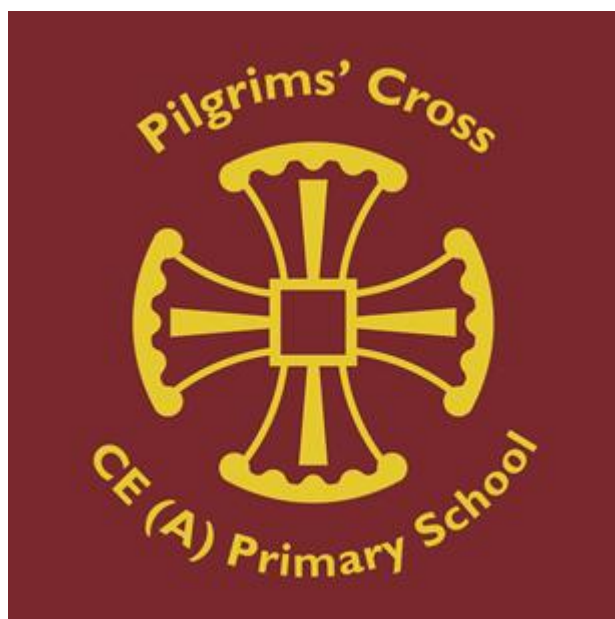


*Learning, to make a difference, in  
God's world*

# **Pilgrims' Cross CE Aided Primary School**



## **Accessibility Plan**

**Approved by:** FGB

**Date:** 24.4.25

**Last reviewed on:** 23.4.26

**Next review due by:** April 2028

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## 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.

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 Staff, Pupils, Governors and the Local Authority.

## 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.

This policy complies with our funding agreement and articles of association.

### 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><b>Medium term</b></p> <p>Improve provision for pupils with SEND</p> <p>Curriculum resources to include examples of people with disabilities</p>	<p>Training to develop staff knowledge and skills in supporting pupils with SEND (including implementation of <a href="#">Hampshire's Local Offer &amp; Ordinarily Available Provision</a>)</p>	<p>HT/SENCO</p>	<p>Spring 2025- on going</p>	<p>All staff have increased understanding, confidence, awareness and skills in working with children with SEND including office staff and Mid-Day Supervisory Assistants.</p> <p>Staff understand what an inclusive classroom and inclusive practice look like.</p>

Improve and maintain access to the physical environment	<p>The accessible school environment continues to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Building ramped throughout- all areas accessible</li> <li>• Corridor width accommodates wheelchairs</li> <li>• Disabled parking bays available</li> <li>• Disabled toilets and changing facilities available</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p><b>Long term</b></p> <p>Ensure continued/evaluated accessibility for wheelchair users, as required</p>	Evaluate/re-assess on a case-by-case basis	HT	When required	Daily access for wheelchair users
		<p>Ensure continued/evaluated accessibility for wheelchair users or mobility frame users, as required</p>	Evaluate/re-assess on a case-by-case basis	HT	When required	Daily access for wheelchair users
		<p>Ensure daily availability of disabled parking bay for all visitors/ parents/ children/staff</p>	Ensure bays are always available	HT	Parking bay available	Parking available for all visitors/parents/staff/children
		<p>Ensure continued availability of disabled toilet and changing facility for all visitors/parents/children/staff</p>	Ensure access is always clear to these rooms	HT	Disabled toilets and changing facility available	Disabled toilet and changing facility available for all visitors/parents/staff/children
		<p>Ensure accessibility around all library shelves for all visitors /parents /children /staff at wheelchair-accessible height</p>	Ensure library is kept clear and accessible to all	HT	Daily	Library books accessible for all visitors /parents /staff/ children

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible this is adapted to the needs of the pupils as required (e.g. Makaton trained staff, where required).	<b>Medium term</b> Improve communication for pupils with disabilities	Training to develop staff knowledge and skills in supporting pupils with a disability on an individual basis.  Future involvement from specialist SEND provision, where required.	HT/SENCo	When required	Staff have increased understanding, confidence, awareness and skills in communicating with children with disabilities including office staff and Mid-Day Supervisory Assistants.

## **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 board

## **5. Links with other policies**

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

- 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

