



Priestsic Primary and Nursery School

Accessibility Plan 2026 to 2029

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1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

1. Vision Statement

At Priestsic Primary 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.

This Accessibility Plan has been developed and drawn up based upon information provided by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan complements the school’s Equality Policy and will be published on the school website.

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

The school Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies:

- **Behaviour Policy**
- **Equality Policy**
- **Health and Safety Policy**
- **Special Educational Needs Policy**
- **NCC Guidance on Visitors, including VIPs, to schools**

2. Aims and Objectives

Our aims are:

- To increase access to the curriculum for pupils with a disability by reducing barriers to learning
- To improve and maintain access to the physical environment
- To improve access to information for all the school community

Our objectives are detailed in the Action Plan.

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents/carers. For parents/carers of children already in school we ensure class teachers and teaching assistants are approachable and available to parents/carers through our 'open door' policy, where school doors are open from 8.45am until 8:50 am each morning. Key members of SLT, , the Family Support Worker and the Attendance Officer are available on the school playground each morning to greet children and parents/carers and an appointment is always available with the school SENCo.

We also maintain positive and professional relationships with the school nursing team and other outside agencies.

Physical Environment

All external doors into school have ramped access if necessary. External steps and handrails are painted yellow. There are three disabled toilet facilities in school; one based in the main building, one based in the Nursery and one situated next to the main staffroom.

Curriculum

All areas of the curriculum are accessible to disabled pupils. Some areas of the curriculum present particular challenges, for example; PE for pupils with a physical impairment, school trips for pupils with medical needs or social/behavioural impairments, but reasonable adjustments are made through the use of extra support staff or specialised equipment. Disabled pupils participate in extra-curricular activities.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.

4. Access Audit

The school comprises of three single storey buildings (two being connected by the school hall) and a two-storey house. The house is currently out of action. There is a lift in the house which is inspected and maintained regularly. On-site car parking for staff includes one dedicated disabled parking bay. There are three disabled toilet facilities available, one in the Nursery, one in the main building and one next to the main staffroom. The school has internal emergency signage and escape routes are clearly marked.

5. Management, Coordination and Implementation

The school will consult with experts when new situations regarding pupils with disabilities are experienced. The Senior Leadership team and the Governing Body will work closely with the Local Authority in the management, coordination and implementation of the Accessibility Plan.

6. Action Plan

Aim	Strategies	Timescale	Responsibilities	Success Criteria
To increase access to the curriculum for pupils with a disability	To identify pupils entering nursery or school who may need additional to or different from the main provision	September new intake January new intake (nursery)	Head Teachers SENCo EYFS Lead	Procedures, equipment, extra support staff in place for new intake
	To review all statutory policies to ensure that they reflect inclusive practice and procedure (comply with Equality Act 2010)	Ongoing	Head Teachers All subject leaders Governing Body	All policies clearly reflect inclusive practice and procedure
	To ensure collaboration and sharing between home and school by continuing to value and promote effective partnerships with parents/carers	Ongoing	Head Teachers SENCo EYFS Lead All teachers and teaching assistants	Clear collaborative working approach is evident Positive partnerships between home and school
	To continue to promote effective partnerships with outside agencies for pupils with ongoing health needs e.g. SFSS	Ongoing throughout the year	Head Teachers SENCo EYFS Lead All teachers and teaching assistants	Clear collaborative working approach is evident

	To ensure full access to The curriculum for all pupils e.g. Identifying accessibility points so that all pupils can access the curriculum content	Ongoing	Teachers SENCo EYFS Lead	Advice taken from other professionals Strategies in place Children supported and accessing the curriculum
	To ensure SEND pupils are making progress	Termly reviews	Head Teachers SENCo Teachers	Pupil progress meetings held – targets set Progress made towards targets for each pupil is evidenced Attainment shared with parents/carers
	To ensure staff are familiar with a range of computing technology to assist people with disabilities and for the technology to be available for the pupils that require it.	ongoing	Head Teachers SENCo Computing Lead Teachers and Teaching Assistants	Staff will have increased knowledge about access to the curriculum using technology. Access to appropriate computer technology will be improved for all disabled pupils.
	Ensure that the P.E curriculum is accessible to all pupils. The P.E curriculum to include disability sports.	ongoing	Head Teachers SENCo PE Lead Sports Coaches	All pupils have access to high quality PE provision. Sport Premium is used to support accessible sports. All staff will be confident in the delivery of PE to all pupils, regardless of pupil needs.

To improve and maintain access to the physical environment	To consult with outside agencies to ensure all areas of the school site are accessible to pupils with disabilities/needs	Ongoing	Head Teachers SENCo Governing Body Site Manager	Any adaptations/requirements have been addressed to ensure children are able to be fully involved in the school day e.g. Outside provision, lunch times, school garden
	To ensure disabled parents/carers have every opportunity to be involved in school events	Ongoing	Head Teachers Governing Body Site Manager	Disabled parents/carers are not discriminated against and are encouraged to take interest and be involved in their child's education
	Create Personal Emergency Evacuation Plans (PEEPS) for children with disability needs to ensure their safety accessing and exiting the environment.	Ongoing	Head Teachers SENCo Governing Body All staff Health and Safety Lead	PEEPS in place for pupils with a disability or specific need will be able to exit the environment safely. Named staff in PEEP to be aware and fully understand procedures of how to evacuate safely.
To improve the delivery of written information to pupils & parents	To regularly review information provided to pupils, parents/carers to ensure it is accessible to all.	Ongoing	Head Teachers Governing Body Administration staff Teachers	Pupils, Parents/carers views have been sought and improvements in written information made