

# DES and Accessibility Plan

Pitmaston Primary School

2026-2029



<b>Approved by:</b>	The Governing Body	<b>Date:</b> 12 <sup>th</sup> February 2026
<b>Last reviewed on:</b>	12 <sup>th</sup> February 2026	
<b>Next review due by:</b>	Spring term 2029	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements.....	8
5. Links with other policies.....	8

---

### 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Pitmaston Primary School is an inclusive learning community, in which all pupils are treated individually, so that they can achieve the best they can, in all areas of the curriculum.

Pitmaston Primary School makes all children feel welcome irrespective of race, colour, creed or impairment. In addition, all staff and governors at Pitmaston have a commitment to equal opportunities for disabled people: pupils, staff, governors, parents, carers and other people who use the school or who may wish to.

Pitmaston is committed to:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

To ensure equity of provision for disabled pupils, staff:

- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage.
- Will contribute to plans to increase access to education for disabled pupils.

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 school has a disability champion who updates staff regularly. This is the SENCo/INCo

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, staff at Pitmaston regularly consult with parents about the provision for their children. All children's views, generally, are consulted regularly through Pupil leaders and school councils. However, there are no formal arrangements for consulting with children about their views about provision related to their individual disability.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Platform lift</li> <li>• BMA</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Accessibility of downstairs classrooms and toilets to accommodate needs of disabled pupils/staff</li> </ul>	<p>Maintain a proactive approach to premises management ensure the AMP is up to date and relevant.</p> <p>Accessibility considered when planning educational visits and residential to ensure all children can be included.</p>	<p>Monitoring of physical environment as part of good practice.</p> <p>Assessment of needs whilst planning classroom movements annually</p> <p>Engaging with Pre-Schools to ensure all needs known for children entering school in Reception</p>	SBM	Ongoing	Premises are fit for purpose and well maintained. All potential risks are identified and addressed

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pastel paper used for identified children</li> <li>• Signalong taught to all children in EYFS and KS1</li> <li>• Pictorial or symbolic representations using Widgeit software</li> <li>• Specialist software is available to support specialist needs</li> <li>• Mobile devices are allocated to support pupils who cannot access areas of the curriculum without them</li> <li>• Talking spots available</li> <li>• Clicker Writing, Clicker Books and Clicker Talk</li> <li>• Engaging with outreach specialists to ensure appropriate resources are provided</li> <li>• Budget allocated for IT specialist apps/devices etc.</li> </ul>	<p>Ensure resource allocation is considered annually as part of budget setting.</p> <p>Evaluation of resources to ensure they fulfil the intended purpose</p>		<p>SBM</p> <p>SENCo</p>	<p>Ongoing</p>	<p>All pupils have equal access to the curriculum regardless of need</p>
--	---	---	--	-------------------------	----------------	--

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure the vision and values statement is reviewed each year in particular in relation to the DES/AP.	DES/AP Vision and Values statement discussed when reviewing SDP	Ensure disability and inclusion remains at the forefront of planning to ensure accessibility for all.	Annual review of needs	HT/SBM/SENCo	Annual	The SDP and curriculum reflect inclusive practice for all.
	Training provided to staff for specialist needs	Staff are well trained and confident in managing needs	Training needs assessed regularly to meet to the needs of all pupils	SBM/DSL	On going	Staff are confident to deal with all disability needs that may present themselves.

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Business Manager and the Inclusion co-ordinator

It will be approved by the Governing Body.

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Asthma Policy
- Children with Health Needs who cannot attend School Policy
- Inclusion Policy