

PEWITHALL PRIMARY SCHOOL

Accessibility Plan 2026-2029

Status

Date Approved:	Autumn 2026
Review Date:	Autumn 2029
Responsible Officer:	Headteacher
Monitoring Committee:	Inclusion team
Linked Policies:	SEND Policy, Equality Information and Objectives, Health & Safety Policy, Behaviour Policy, Safeguarding Policy

1. Vision and Values

At Pewithall Primary School, we are committed to ensuring that every child, member of staff, parent and visitor can fully participate in the life of our school. We recognise and celebrate diversity and are committed to removing barriers to learning, participation and achievement.

Through our inclusive curriculum, adaptive teaching approaches, strong safeguarding culture and nurturing environment, we strive to ensure all members of our community are able to achieve their full potential regardless of disability, need or circumstance.

We are proud of our commitment to belonging and inclusion, ensuring that there are no invisible children within our school community. Through careful planning, reasonable adjustments and strong partnership working with families and external agencies, we seek to provide an environment in which all pupils feel safe, valued, respected and successful.

2. Introduction

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and supports the school's commitment to ensuring accessibility for disabled pupils, staff, parents and visitors.

The school aims 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.
- Improve the availability of accessible information for disabled pupils, parents and visitors.

The plan reflects the school's wider commitment to equality, safeguarding, inclusion and educational excellence.

3. Definition of Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disabilities may be:

- Physical
- Sensory
- Medical
- Cognitive
- Social, emotional or mental health related
- Hidden or fluctuating in nature

The school is committed to making reasonable adjustments to ensure that disabled pupils and adults are not placed at a disadvantage.

4. Current Accessibility Arrangements

Pewithall Primary School currently provides:

Physical Environment

- Accessible entrances where possible.
- Disabled toilet facilities.
- Appropriate evacuation procedures and Personal Emergency Evacuation Plans (PEEPs) where required.
- Access to specialist furniture and equipment.
- Safe and well-maintained pathways throughout the site.
- Classroom environments adapted according to pupil need.

Curriculum Access

- Adaptive teaching strategies.
- Targeted SEND support.
- Use of specific interventions.
- Access arrangements where appropriate.
- Individual support plans.
- Educational visits adapted to maximise participation.
- Close collaboration with external agencies.

Communication

- School website.
- Arbor communication platform.
- Email and text messaging systems.
- Social media updates.
- Face-to-face meetings and review processes.
- Alternative formats available on request.

5. Accessibility Objectives 2026-2029

The school will:

1. Maintain and further develop an accessible learning environment.
2. Ensure all pupils can access a broad, balanced and ambitious curriculum.
3. Continue to develop staff expertise in inclusion and adaptive teaching.
4. Improve access to information for all stakeholders.
5. Promote equality of opportunity throughout school life.
6. Ensure accessibility considerations remain central to future school improvement planning.

6. Action Plan: Physical Environment

Objective 1: To Improve Physical Access

Priority	Action	Timescale	Responsibility	Success Criteria
Annual accessibility audit	Conduct annual review of classrooms, playgrounds and communal areas	Annual	Headteacher / Site Manager	Barriers identified and addressed promptly
Site access	Review entrances, pathways and movement routes	Annual	Site Manager	Safe access maintained
Accessible hygiene facilities	Review changing and toilet provision against pupil need	Annual	SENDCo / Site Manager	Facilities remain appropriate
Specialist equipment	Review accessibility equipment and furniture requirements	Ongoing	SENDCo	Appropriate resources available

Emergency evacuation	Review PEEPs and evacuation arrangements	Annual	Headteacher	Effective evacuation procedures in place
Signage	Improve signage throughout the building where appropriate	2026-27	Site Manager	Improved accessibility and navigation

7. Action Plan: Curriculum Access

Objective 2: To Increase Access to the Curriculum

Priority	Action	Timescale	Responsibility	Success Criteria
Adaptive Teaching	Deliver CPD on adaptive teaching and inclusive practice	Ongoing	Headteacher / SENDCo	Staff demonstrate strong inclusive practice
Curriculum Design	Ensure curriculum resources are accessible for all learners	Ongoing	Subject Leaders	Pupils engage successfully in learning
SEND Provision Mapping	Review and adapt provision termly	Termly	SENDCo	Support effectively meets identified need
Educational Visits	Ensure all visits are planned to maximise inclusion	Ongoing	Educational Visits Co-ordinator	All pupils can participate wherever possible
Assistive Technology	Explore and utilise accessibility tools and technologies	Ongoing	SENDCo	Improved access to learning

Staff Training	Maintain annual programme of SEND and inclusion training	Annual	Senior Leadership Team	Increased confidence and expertise

8. Action Plan: Access to Information

Objective 3: To Improve Access to Information

Priority	Action	Timescale	Responsibility	Success Criteria
Parent Communication	Continue use of Arbor, website, email and social media	Ongoing	Leadership Team	High parental engagement
Alternative Formats	Provide information in large print or alternative formats when requested	Ongoing	School Office	Information accessible to all
EAL Support	Access translation or interpretation services where required	Ongoing	SENDCo / Office Team	Improved communication with families
School Website	Review accessibility compliance annually	Annual	School Business Manager	Website remains accessible
Policy Accessibility	Review readability and accessibility of policies	Annual	Leadership Team	Policies accessible to all stakeholders

9. Monitoring Impact

Success will be measured through:

- Participation of pupils with disabilities in all aspects of school life.
- Progress and achievement data.
- Attendance and engagement levels.
- Parent and pupil feedback.
- Accessibility audits.
- SEND reviews and annual reports.
- Governor monitoring activities.

The Headteacher will provide governors with regular updates on progress against the Accessibility Plan through the Headteacher's Report.

10. Roles and Responsibilities

Governing Board

The Governing Board will:

- Monitor implementation of the Accessibility Plan.
- Ensure the school meets its statutory duties.
- Review accessibility developments annually.

Headteacher

The Headteacher will:

- Lead implementation of the plan.
- Monitor progress against objectives.
- Ensure accessibility remains a strategic priority.

SENDCo

The SENDCo will:

- Monitor provision for pupils with additional needs.

- Advise staff regarding reasonable adjustments.
- Liaise with external agencies and families.

Site Manager

The Site Manager will:

- Monitor physical accessibility of the premises.
- Report and address any accessibility concerns.

11. Review Arrangements

This Accessibility Plan will be:

- Reviewed annually by the Headteacher and SENDCo.
- Monitored by Governors.
- Updated whenever significant changes occur to the school environment or pupil cohort.
- Fully renewed every three years.

12. Impact Statement

Pewithall Primary School continues to strengthen its inclusive culture through improvements to adaptive teaching, enhanced SEND provision, increased use of assistive resources, improved parental communication systems and ongoing professional development for staff.

Accessibility considerations are embedded within curriculum design, safeguarding practice, educational visits, site development and strategic planning, ensuring all pupils are supported to thrive academically, socially and emotionally.

The school remains committed to removing barriers, creating opportunities and ensuring that every child can flourish within a safe, ambitious and inclusive learning community.

Adopted: November 2026

Review Date: November 2029

Signed: Mr N Burgess (Chair of the board of Governors



Signed: Mr D Baugh (Head Teacher)

