Accessibility plan
Princefield First School
Policy Information

Date of last review:	September 2025	**Review period:**	Annually
Date ratified by Local Givernors:	4th March 2026	**Policy owner:**	Miss Nixon

Reviews/revisions

Review date	Changes made	By whom
September 2027		

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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

Princefield First School (PFS) aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. PFS is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The plan will be made available online on the school website, and paper copies are available upon request.

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, the complaints procedure sets out the process for raising these concerns.

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, 'longterm' 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.

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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	•PFS offers a curriculum that meets the needs of all pupils and promotes equality through positive role modelling • Highly skilled TAs provide appropriate support to enable pupils with needs to access learning and make progress. • We use resources tailored to the needs of pupils who require support to access the curriculum. This includes assistive technology. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Teachers receive appropriate training on the use of any specialist	Continue to review the curriculum to ensure it meets the needs of all pupils Audit resources. Gather feedback from users as part of termly pupil passport reviews. Review targets at Education Health and Care Plan annual reviews and regularly through the year. SEND Provision is part of subject reviews. Training arranged and attended by staff as required	SENDCo Senior Leadership Team (SLT) Curriculum leaders Class teachers Support Staff	On-going	Pupils with a disability make equal progress to their nondisabled peers. Feedback from all stakeholders is positive and demonstrates that access is equal.

	equipment i.e. radio aids for the hearing impaired, Text Help • British Sign Language interpreters are provided as needed through the Hearing Impairment Classroom Support Worker. Likewise for Braille support from the visual impairment support team. • Risk assessments are carried out, shared and followed as needed				

Improve and maintain access to the physical environment	The environment is adapted to meet the needs of pupils as required. This includes: •Ramps • Disabled parking bays • Disabled toilet • Library design is accessible • Classroom resources accessible to all • School transport is accessible to those with physical disabilities • Anticipatory meetings take place with professionals such as occupational therapists and the hearing or visually impaired advisory teachers to	Meet with professionals, parents and students with a disability to ensure the environment meets the individual needs of pupils. i.e. high visibility warnings at the top and bottom of stairs for students with visual impairment or wheel chair accessibility Corridors, facilities, and classrooms are kept free of obstruction	SENDCo SLT Site team Office team	Prior to pupil starting at PFS On-going	All stakeholders will have safe and equal access to the school or physical environment to which they have access. Any issues arising will be addressed as quickly as possible.
	ensure the environment meets all stakeholders' needs				

Improve the delivery of information to all stakeholders with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Highly skilled support staff provide appropriate support to enable pupils with needs to access learning and make progress. • Internal signage • Large print resources • Radio aids for hearing impaired • Pictorial or symbolic representations • Use of alternative technology • British Sign Language interpreters made avail as needed through the Hearing impairment Classroom Support Worker • Language interpreters available where possible	Regular review of school website. Gather pupil, staff and parent voice as part of termly pupil passport reviews.	SENDCo SLT	On-going	All stakeholders will have equal access to information and communication

4. Monitoring arrangements

This document will be reviewed every **2** 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:

- SEND Policy (PMS)
- Safeguarding Policy (PMS)
- Health and safety policy (PVAT)
- Equality information and objectives (public sector equality duty)

- Special educational needs (SEN) information report (PMS)
- Supporting pupils with medical conditions policy (PVAT)
- Pupil Premium Policy (PMS)
- Wellbeing Policy and SEMH Pathway (PMS)