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Accessibility Policy and Plan

Immediate update: September 2026 – March 2027
Three-year statutory plan: 1 April 2027 – 31 March 2030

1. Purpose and commitment

Pattishall CE Primary School is committed to ensuring that disabled pupils are not placed at a substantial disadvantage and can participate as fully as possible in the curriculum, wider school life and the benefits, facilities and services the school provides.

Accessibility is part of our wider inclusive culture. It is not an additional intervention added after planning. We anticipate barriers, make reasonable adjustments and adapt the route into ambitious learning so that every child can access, retain and apply essential knowledge and skills.

Our approach is consistent with our school vision and our DR MOSS golden threads: Diversity, Resilience, Mobility, Oracy, Spirituality and SEND provision. These threads help us consider who may be disadvantaged by the curriculum, environment or information we provide, and what action is needed to remove or reduce those barriers.

2. Statutory aims

Under Schedule 10 of the Equality Act 2010, the school's accessibility plan must address three statutory aims:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services.
- Improve the availability of accessible information to disabled pupils, particularly information that is already provided to pupils who are not disabled.

In preparing and implementing the plan, the governing body will take account of disabled pupils' disabilities and the preferences expressed by pupils and their parents/carers, and will have regard to the resources required to implement reasonable and proportionate improvements.

3. Legal framework and current guidance

This policy and plan has been updated with regard to the following current legislation and guidance:

- Equality Act 2010, including sections 20, 85 and 149 and Schedule 10.
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.
- Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, as carried forward under the Equality Act 2010.
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years (DfE/DHSC; current published version).
- DfE Equality Act 2010: advice for schools.
- EHRC Technical Guidance for Schools in England and Public Sector Equality Duty guidance for schools.
- DfE Supporting pupils at school with medical conditions: statutory guidance.
- School Premises (England) Regulations 2012.
- DfE Inclusive Education Estates guidance (2026) as current non-statutory best-practice guidance.

The EHRC published draft replacement schools technical guidance for consultation in June 2026. This document does not treat consultation material as law; it uses current legislation and published guidance, while reflecting emerging best practice where appropriate.

4. What disability and reasonable adjustment mean

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial; 'long-term' generally means lasting, or likely to last, at least 12 months. The definition can include sensory impairments, neurodevelopmental conditions and long-term health conditions.

A pupil does not need an Education, Health and Care Plan (EHCP), SEN Support status or a formal diagnosis before the school considers whether the Equality Act duty applies. SEND and disability overlap, but they are not the same.

The reasonable-adjustments duty is anticipatory: the school considers likely barriers in advance rather than waiting for a disabled pupil to be disadvantaged. Adjustments may relate to policies and routines, teaching and assessment, communication, timetabling, support, equipment and auxiliary aids or services.

Schools are not subject to the Equality Act's immediate physical-features reasonable-adjustment duty in the same way as service providers; instead, schools must plan strategically to improve physical access through the statutory accessibility plan.

5. Responsibilities

Governing body: approves the plan; ensures oversight and resources; receives at least annual evidence of implementation and impact; ensures required information is published.

Headteacher: provides strategic leadership; ensures accessibility is considered in school improvement, staffing, curriculum, safeguarding, premises and budget decisions.

SENDCo: coordinates identification of barriers, pupil/parent voice, reasonable adjustments, learning plans and specialist advice; supports staff and monitors impact.

Subject and phase leaders: ensure curriculum planning, resources, assessment and enrichment anticipate and remove barriers; monitor participation and impact through the DR MOSS lens.

Site / premises lead: maintains accessible routes, toilets, ramps, parking and emergency arrangements; records premises checks and escalates capital needs.

All staff: implement agreed adjustments, maintain dignity and independence, report barriers promptly and seek advice where a pupil cannot participate fully.

6. How accessibility links to our practice

- Curriculum and adaptive teaching: ambitious end points remain the same; staff adapt teaching, resources, communication, pace, grouping, equipment and assessment where needed.
- DR MOSS planning: Diversity, Resilience, Mobility, Oracy, Spirituality and SEND prompts help staff anticipate barriers before a unit is taught.
- Mobility: pupils joining after Reception receive prompt starting-point assessment so that access barriers and curriculum gaps are identified quickly.
- Purposeful play and outdoor learning: EYFS, playtimes, Forest School and wider outdoor provision are developed so disabled pupils can participate meaningfully rather than being routinely redirected to a restricted alternative.
- Educational visits, swimming, PE, clubs and residentials: accessibility and reasonable adjustments are considered at the planning stage, with individual risk assessment where needed.
- Safeguarding and positive handling: disability, communication, sensory and regulation needs are considered in safeguarding responses, behaviour support and restrictive-intervention planning.

7. Current accessibility profile

The 2023–2026 plan identified a number of established strengths. These remain part of the school’s baseline and will be checked through the renewed audit rather than assumed to remain effective.

- Ramps to the playground and most classroom areas.
- One designated disabled parking space.
- Two accessible toilets.
- Wide corridor access and entrances that are generally suitable for wheelchair access.
- Library shelving positioned to support wheelchair access.
- Use of large print, ICT, sound/recording devices and visual communication aids.
- Whole-school access to Widgit symbols, with pictorial labels used to support communication.
- Existing outdoor and playground improvements, with further whole-school play development planned.
- Three stair gates in identified areas for individual SEND safety needs.
- Emergency routes that are labelled and routinely monitored.

Known areas requiring renewed review include the limitations of a two-storey building with no lift, access to all teaching spaces, the field and uneven outdoor areas, the narrow reception ‘air-lock’, inclusive access to the swimming pool and changing arrangements, and ensuring that signage, acoustics, lighting and sensory environments meet current pupil need.

8. Consultation, pupil voice and information

Accessibility planning will be informed by pupils and parents/carers, particularly those directly affected by disability or access barriers. The school will seek views through learning-plan/EHCP reviews, pupil voice, parent meetings, transition discussions and targeted consultation when significant changes are proposed.

The school will provide information in an accessible format where reasonably required. Depending on need this may include larger print, simplified or Easy Read information, pictorial/symbol-supported information, digital copies, colour/contrast adjustments, audio or recorded information, or other formats recommended by specialist services.

The accessibility plan will be published on the school website and referenced within the school’s SEN Information Report. Paper copies and alternative formats will be available on request.

9. Accessibility Action Plan

The current prescribed three-year cycle runs to 31 March 2027. The actions below apply immediately from September 2026 and form the school's forward plan for the next statutory period, 1 April 2027–31 March 2030. Progress will be reviewed at least annually and more frequently where pupil need requires.

Statutory aim	Priority / action	Current position / rationale	Lead	Timescale	Success criteria & monitoring
Curriculum participation	**1. Embed anticipatory reasonable adjustments through planning and classroom practice.**	Adaptive teaching and DR MOSS are established priorities. The next step is to make accessibility adjustments consistently visible and demonstrably effective.	Headteacher / SENDCo / Subject leaders	Agree by end Autumn 1 2026; monitor half-termly.	Planning/learning visits show barriers identified and adjustments matched to need. Pupil voice shows disabled pupils can explain how they access learning and become increasingly independent.
Curriculum participation	**2. Strengthen access for pupils joining after Reception and pupils whose needs change.**	Mobility is a significant contextual factor. New starters may arrive with gaps in curriculum knowledge, support records or access arrangements.	SENDCo / Class teacher	Baseline/access review within first 2 school weeks; review within 4 weeks.	Every relevant new starter has a clear baseline, access needs identified, adjustments implemented and gaps followed up.
Curriculum participation	**3. Audit participation in PE, swimming, Forest School, trips, clubs, performances, play and residentials.**	The school provides rich indoor/outdoor opportunities. Participation must be planned inclusively and not depend on ad-hoc workarounds.	Curriculum / PE / EYFS leads	Baseline by Spring 2027; annual review each Autumn.	No disabled pupil is routinely excluded because adjustments were not considered. Risk assessments record adjustments; participation/pupil voice identify barriers.
Curriculum participation	**4. Maintain staff development on disability, SEND, medical needs and accessible teaching.**	Existing CPD includes adaptive teaching, SALT, ADHD and dyslexia-friendly practice. Staff need confidence in translating training into classroom adjustments.	SENDCo / Headteacher	At least termly inclusion input; annual needs audit.	Staff can explain universal, targeted and specialist adaptations; monitoring shows increased consistency; specialist advice is acted upon.
Physical environment	**5. Complete a renewed whole-site accessibility audit and costed premises priority list.**	The previous audit recorded a two-storey site with no lift, ramps to most areas, accessible toilets/parking, a narrow reception air-lock and unresolved questions about some outdoor access.	Headteacher / Site lead / WNC	Audit by March 2027; costed priorities by July 2027; annual refresh.	Governors receive a clear RAG-rated plan. Low-cost barriers are removed promptly; capital issues have documented interim arrangements, costs and escalation routes.
Physical environment	**6. Protect and maintain accessible routes, toilets, ramps, entrances and disabled parking.**	Existing facilities are only effective if they remain clear, serviceable and available.	Site lead / Admin	Monthly checks; immediate action where access is affected.	Routes remain unobstructed; accessible toilets and ramps are serviceable; disabled bay is available; defects are logged and resolved.

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Statutory aim	Priority / action	Current position / rationale	Lead	Timescale	Success criteria & monitoring
Physical environment	**7. Improve inclusive access to outdoor learning, whole-school play, the field and swimming provision.**	Outdoor play and learning are strategic priorities. The previous plan identified field access as unresolved; swimming and changing access require explicit audit.	Headteacher / Site lead / EYFS-PE leads	Audit by Spring 2027; first phase 2027–28; further works by 2030 subject to need/funding.	Disabled pupils access a meaningful range of outdoor/play/swimming opportunities. Where full physical access is not immediately achievable, documented reasonable alternatives preserve entitlement and dignity.
Physical environment	**8. Strengthen emergency evacuation arrangements for disabled pupils.**	Emergency routes are monitored, but individual needs may require PEEPs, equipment, staffing or practice.	Headteacher / Fire lead / SENDCo	Check termly and whenever needs or room allocation change.	All pupils requiring a PEEP have a current plan; relevant staff know their role; drills/reviews show arrangements are workable and dignified.
Accessible information	**9. Establish a consistent accessible-information standard across school.**	Widgit, large print, ICT and recording tools are already used. Consistency now matters across classes and subjects.	SENDCo / Subject leaders	Standard agreed by end Autumn 2 2026; half-termly sampling.	Core pupil-facing information can be adapted promptly. Samples show appropriate use of symbols, print size, spacing, contrast, audio/digital formats and specialist recommendations.
Accessible information	**10. Improve accessibility of signage, digital information and family communication.**	Previous actions improved pictorial labels. Further work should consider high-contrast signage, readability, captions/alt text where appropriate and alternative formats for key information.	Headteacher / Admin / Site lead	Audit Spring 2027; priority changes by Summer 2027; ongoing.	Pupils and families report key information is understandable and accessible; alternative-format requests are met as soon as reasonably practicable.
All three aims	**11. Use pupil/parent voice and governor scrutiny to evaluate impact, not just provision.**	The previous plan recorded actions as ‘done’ but did not always evidence whether access improved for pupils.	Headteacher / SENDCo / Link Governor	Pupil/parent review at least annually; governor review termly.	Monitoring answers: what barrier existed, what changed, did participation/access improve, and what is the next step? Actions are revised where impact is not secure.

10. Accessibility Audit - baseline for 2026 review

Feature	Current position from existing plan	2026–30 action / check	Lead	Frequency / target
Storeys / vertical access	Two storeys; no lift. Previous investigation found a stair-lift solution not viable.	Reassess actual pupil need and access to all teaching/meeting spaces. Ensure curriculum/services can be delivered in accessible spaces; seek WNC/estates advice if a future need requires capital adaptation.	Headteacher / WNC	At least annually and before transition/admission of a pupil with relevant mobility need.
Corridors	Generally wide.	Keep clear; include in premises checks and classroom/environment expectations.	All staff / Site lead	Daily vigilance; monthly recorded check.
Disabled parking	One designated space.	Keep available, marked and unobstructed; remind users as needed.	Admin / Site lead	Ongoing.
Entrances	Generally wide enough for wheelchair access.	Keep clear; check thresholds, handles and opening effort during site audit.	Site lead	Annual audit; defects promptly.
Ramps / classroom access	Playground and most classrooms have ramps.	Re-audit every teaching space including Year 6, shared rooms and changes in room use.	SENDCo / Site lead	By March 2027; annually.
Accessible toilets	Two accessible toilets.	Check signage, access, alarm/equipment where provided, storage and maintenance. Do not use accessible toilets for storage.	Site lead / Admin	Monthly / servicing schedule.
Reception / foyer	Narrow air-lock; furniture can impede movement.	Maintain clear route; review furniture, contrast/signage and visitor access.	Admin / Site lead	Immediate and ongoing.
Internal signage	Health and safety signage; Widgit/pictorial labels used.	Introduce consistent high-contrast, pictorial and larger-format signage where this improves independent navigation.	SENDCo / Site lead	Priority areas by Summer 2027.
Lighting / acoustics / sensory environment	Not fully covered in previous audit.	Audit glare, lighting, noise, visual clutter, quiet/sensory spaces and seating for sensory/hearing/visual needs.	SENDCo / Site lead	Spring 2027; review as needs change.
Emergency escape	Routes clearly labelled and monitored.	Keep routes clear and implement/review PEEPs where additional support is required.	Fire lead / SENDCo	Termly and after changes.

Feature	Current position from existing plan	2026–30 action / check	Lead	Frequency / target
Stair gates	Three gates in identified SEND safety locations.	Check each remains necessary, safe and proportionate and does not create avoidable access/evacuation barriers.	SENDCo / Site lead	Termly / individual risk assessment.
Outdoor classroom / play	Previous improvements completed; inclusive play remains a development area.	Audit routes, surfaces, seating, shade, quiet spaces and play resources as whole-school play develops.	EYFS / Site lead	Spring 2027; phased 2027–30.
Field access	Previous plan recorded that a solution should be explored.	Complete feasibility assessment with WNC/estates; document interim reasonable alternatives and capital options.	Headteacher / WNC	By July 2027; annual review.
Swimming pool / changing	Not explicitly covered in previous audit.	Audit route, poolside access, changing/toileting, supervision and adjustments before use by a pupil with relevant need.	PE lead / Site lead	By Spring 2027; before relevant use.
Accessible information / assistive technology	Widgit, large print, ICT, sound buttons/recording devices and Colourful Semantics have been used.	Complete annual needs/resource audit; ensure assistive technology and accessible formats are available, maintained and understood by staff.	SENDCo / Subject leaders	Autumn term annually.

11. Monitoring, governance and evidence of impact

The accessibility plan is a live improvement document. The school will not judge success solely by whether an action has been completed. Monitoring will consider whether the action has reduced disadvantage and improved participation, independence, dignity and access for disabled pupils.

- SENDCo and leadership review significant individual access issues as they arise.
- Subject/phase monitoring considers accessibility through planning, learning visits, pupil voice, work/assessment evidence and participation in wider opportunities.
- Premises accessibility is reviewed at least annually and after significant building, room-use or pupil-need changes.
- Governors receive termly inclusion/accessibility evidence within their monitoring cycle and formally review the plan at least annually.
- Where an adjustment is not effective, the school identifies the next reasonable step and seeks specialist/local-authority advice where appropriate.
- Resources are allocated proportionately, taking account of urgency, individual need, wider benefit, cost, practicability, health and safety and the school's Equality Act duties.

12. Public Sector Equality Duty

Accessibility planning sits within the school's Public Sector Equality Duty. When making significant decisions, the school will have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Equality implications should be considered before and during decision-making, not retrospectively.

The school will publish information demonstrating compliance with the Public Sector Equality Duty annually and will publish one or more specific, measurable equality objectives at least every four years.

13. Complaints and concerns

Concerns about accessibility or reasonable adjustments should normally be raised promptly with the class teacher, SENDCo or Headteacher so that barriers can be addressed. Formal complaints are handled under the school's Complaints Policy. This does not remove any statutory right to pursue a disability-discrimination claim through the appropriate legal route.

14. Links with other school policies and documents

- SEN Information Report and SEND/Inclusion Policy
- Equality Information and Objectives
- Curriculum Policy and DR MOSS planning
- School Development Plan and Self-Evaluation Form
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy and risk assessments
- First Aid Policy
- Nurturing Positive Behaviour Policy
- Restrictive Interventions and Positive Handling Policy
- Safeguarding and Child Protection Policy
- Educational Visits arrangements
- Fire safety / emergency evacuation arrangements
- Complaints Policy

15. Review cycle

This policy will be reviewed at least annually to ensure that operational arrangements remain current. The statutory accessibility plan will be reviewed, revised and formally renewed in accordance with the prescribed three-year cycle. The next full plan should be prepared by 1 March 2030 for the three-year period beginning 1 April 2030.

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The plan may be amended sooner where a pupil’s needs, building changes, new guidance, inspection findings or monitoring evidence indicate that this is necessary.

Key message

Anticipate barriers • Adjust thoughtfully • Include fully • Review impact