



Accessibility Plan

2026 - 29

Approved by	Governing Body
Date approved	
Review date	July 2027
Plan period	2026 - 2029

Vision Statement

Under the Equality Act 2010, schools must have an Accessibility Plan. The Equality Act protects people from unlawful discrimination and places duties on schools in relation to disabled pupils.

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.

This plan has been prepared in accordance with Schedule 10 of the Equality Act 2010. It sets out how Steeton Primary School will, over time:

- 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 provided or offered by the school; and
- improve the availability of accessible information to disabled pupils.

The plan covers the period 2026 - 2029. It will be kept under review and progress against the action plan will be considered at least annually. It will be updated sooner where changes to pupils' needs, the school site, legislation or operational circumstances make this necessary.

At Steeton Primary School we are committed to working together to provide an inclusive environment in which all children can participate, learn and thrive. We seek to identify and remove barriers, make reasonable adjustments and respond to individual need so that disabled pupils are not placed at a substantial disadvantage.

Aims

- Increase access to the curriculum for pupils with a disability, medical condition or other access need.
- Improve the physical environment of the school to increase access to education and associated services.
- Improve the delivery of information to pupils, parents/carers and other members of the school community where accessible formats or adjustments are required.

Planning, monitoring and review

The Accessibility Plan is informed by the needs of current and prospective pupils, discussion with families, advice from relevant professionals and agencies, and consideration of the school site and curriculum. It complements the school's wider equality, SEND, medical needs, health and safety and educational visits arrangements.

The Governing Body is responsible for ensuring that the school meets its duties under the Equality Act 2010. The Headteacher oversees implementation of the plan. The SENDCO, senior leaders, staff and site team contribute to the identification and removal of barriers within their areas of responsibility.

Progress against the action plan will be reviewed at least annually and reported to governors. The plan will be published on the school website.

Current good practice

We gather information about disability, medical conditions and access needs when children join the school and through ongoing communication with parents and carers. Families are asked to keep the school informed of changes. Where a need is identified, the school works with the child, family and relevant professionals to consider appropriate reasonable adjustments.

Physical Environment

Steeton Primary School is a split-site school occupying several buildings, including the main Victorian building, the annexe and a separate dining and curriculum building. The site is sloping and a public footpath runs between parts of the school site. These features can present access challenges and are considered when planning for individual pupils, staff and visitors.

Entrances are flat, ramped or accessed by steps, depending on the building and route. The main entrance has a secure lobby and a lowered reception hatch. The school has accessible toilet facilities. There is no dedicated visitor car park; visitors generally use on-street parking, with individual arrangements considered where an access need is identified.

The school considers accessibility when planning premises works and refurbishments. Individual access plans, risk assessments and Personal Emergency Evacuation Plans (PEEPs) are put in place where required.

Curriculum

Through planning for individual need, the school aims to provide full and meaningful participation in teaching, the wider curriculum, clubs, visits and residential experiences. Some activities may present particular access challenges. Staff consider reasonable adjustments, specialist advice, equipment, staffing, access arrangements and alternative methods of participation as appropriate.

The school seeks advice and support from relevant professionals and services where needed. Adjustments are reviewed as pupils' needs change.

Information

The school aims to provide information in a way that is accessible to the person receiving it. Where a need is identified, information can be adapted or provided in an alternative format. The school will discuss individual communication and access needs with pupils and families and make reasonable adjustments where possible.

The school also considers accessibility in the design and management of its website and digital communications.

Management, coordination, implementation and review

- We consult relevant professionals and services when specialist advice is required.
- We work closely with parents and carers to understand individual access needs.
- We consider accessibility when planning curriculum activities, educational visits, premises works and communication.
- Individual risk assessments, access plans and PEEPs are developed and reviewed where required.
- Staff training needs are identified and addressed where necessary.
- Progress against this plan is reviewed at least annually and the plan is updated when circumstances change.

Policies and documents

This plan should be read alongside relevant school policies and documents, including:

- Equality Policy and Equality Objectives
- SEND Policy and SEN Information Report
- Supporting Pupils with Medical Conditions and Administration of Medicines Policy
- Health and Safety Policy
- Educational Visits arrangements
- Safeguarding and Child Protection Policy
- Emergency evacuation and fire safety arrangements

Complaints

The school works wherever possible in partnership with pupils and parents to resolve concerns. Any complaint relating to accessibility or provision for a pupil with access needs will be considered through the school's published Complaints Policy. Concerns should normally be raised with the school in the first instance.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to identify and reduce barriers to participation so that pupils and prospective pupils with a disability, medical condition or other access need can participate as fully as possible in school life.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Identify access needs before children start school or transfer into school	Use transition information, discussion with families and liaison with previous settings and professionals to identify required adjustments, equipment, training or provision.	Before admission and ongoing	Headteacher, SENDCO, EYFS Leader and relevant staff	Necessary provision and adjustments are considered and, where reasonably possible, in place when the pupil starts.
Ensure reasonable adjustments support access to teaching and learning	Review individual needs and use appropriate adaptations, resources, assistive technology, specialist advice and access arrangements.	Ongoing	SENDCO, teachers and support staff	Pupils can access learning and demonstrate what they know with appropriate adjustments.
Support full participation in trips, residential visits, clubs and wider opportunities	Consider access at the planning stage. Complete individual risk assessments and access planning where needed and liaise with families, venues and professionals.	Ongoing	Visit leaders, club leaders, SENDCO and SLT	Evidence that barriers have been considered and reasonable adjustments made to support participation.
Maintain staff knowledge and confidence	Identify training needs arising from current pupil needs and seek specialist advice or training where required.	Ongoing	Headteacher, SENDCO and SLT	Staff understand relevant needs and can implement agreed adjustments safely and consistently.
Maintain effective partnership with pupils and families	Seek and consider pupil and parent/carers views when planning and reviewing adjustments.	Ongoing	All relevant staff	Adjustments reflect current need and are reviewed when circumstances change.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, facilities and services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Keep the accessibility of the school site under review	Review access barriers across the sloping split site, including routes between buildings, entrances, signage and facilities. Consider the needs of current and prospective pupils.	Annual review and as needs arise	Headteacher, site team and governors	Current barriers are identified and reasonable actions are prioritised.
Consider accessibility in all future premises works	Include physical, sensory and communication access when planning refurbishment or improvement works, including routes, lighting, acoustics, signage, colour contrast and fixtures where relevant.	Ongoing	Headteacher, site team, contractors and governors	Accessibility is evidenced in planning and decision-making for premises works.
Ensure individual emergency arrangements are effective	Create and review PEEPs and other emergency arrangements for pupils, staff or regular visitors who require them. Ensure relevant staff understand their responsibilities.	As required and reviewed at least annually	Headteacher, SENDCO, fire wardens and site team	Safe and workable emergency arrangements are in place and understood.
Maintain accessible facilities and routes	Include accessibility features in routine site checks and respond to identified obstructions, defects or maintenance issues.	Ongoing	Site team and SLT	Accessible routes and facilities remain usable and identified issues are addressed.

Aim 3: To improve the delivery of information to disabled pupils and others who require accessible communication.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Provide information in accessible formats where required	Identify individual communication needs and provide reasonable alternatives such as enlarged print, electronic copies, simplified layout, visual support or other formats as appropriate.	Ongoing	Teachers, admin team, SENDCO and SLT	People who require an adjustment can access key information.
Ensure the new school website supports accessibility	Work with the website provider to check accessibility of structure, navigation, text, images, documents and key published information. Maintain an up-to-date website accessibility statement.	During website launch and ongoing	Headteacher, admin team and website provider	Accessibility is considered in website design and content management, and an accessibility statement is published and reviewed.
Improve accessibility of documents published online	Use clear headings and readable formatting, add meaningful alternative text to images where needed, avoid image-only documents where possible and review key PDFs/documents before publication.	Ongoing	Staff who prepare or publish website content	New key documents are increasingly accessible and avoid unnecessary barriers.
Identify and respond to parent/carers access needs	Take a proactive approach to identifying communication or access requirements and agree reasonable adjustments where possible.	Ongoing	Whole school team	Parents and carers can access information and engage with their child's education.

Plan period: 2026 - 2029

Progress review: at least annually

Full review date: July 2029