



ACCESSIBILITY POLICY

November 2025-2027

Purford Green Primary and Nursery
Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

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

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Purford Green Primary 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. These include working with Health, Social care and Education Professionals as appropriate. It also includes working more broadly with Essex County Council and Essex Local Authority where appropriate.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises where it is deemed to be a 'reasonable adjustment.'

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 | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|--|--|---|---|-----------------------------|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Projected data is obtained on possible future cohorts of</p> | <p>1.Continue to increase staff, parent and pupil awareness of equality and disability issues</p> <p>2.Consistent early identification of barriers to inclusion for individuals and groups of children and/or adults (including staff)</p> | <p>1 (a)Individual meetings with school staff about specific children</p> <p>1 (b)Update health and care plans</p> <p>1 (c)Staff meetings and whole school training regarding Inclusion and SEN</p> <p>2 (a)Staff training.</p> <p>2 (b)Partnership working with children, parents, carers and staff.</p> <p>2 (c)Partnership working with outside agencies to establish improved working practices</p> | <p>Inclusion Leader</p> <p>Inclusion Leader</p> <p>SLT/Inclusion Leader</p> <p>SLT/Inclusion Leader</p> <p>All staff</p> <p>Inclusion leader</p> <p>SLT and Subject</p> | <p>Ongoing</p> | <p>Pupils, Families and Staff will have embedded accurate inclusion knowledge and practices to meet the needs of all children.</p> <p>Staff will have improved confidence and knowledge to identify and address the inclusion needs of all children.</p> |

| | | | | | | |
|--|--|---|--|---|--|--|
| | <p>children to enable advance planning for EYFS pupils and/or children transferring to the school.</p> <p>Established procedures for the identification and support for pupils with Special Educational Needs, English as an Additional language and Academically More Able.</p> <p>Strong links with outside support agencies, including health, social care and education professionals.</p> <p>Adapted and, in some cases, personalised curriculums are provided to ensure all children's needs are being met and have opportunities to make progress.</p> <p>Access arrangements in place for children taking formative assessments.</p> | <p>3. One Plans accurately reflect the needs of children and are used as working documents to ensure inclusive practices are embedded in teaching and learning.</p> | <p>2 (d) SLT, Subject leaders and Inclusion leader to continually monitor and consider accessibility arrangements for all children.</p> <p>3 (a) Staff meet regularly with Inclusion leader to discuss children's needs.</p> <p>3 (b) One Plans are realistic and reflect the barriers faced by children. Effective strategies are implemented to address such barriers.</p> | <p>leaders</p> <p>Class teachers and Inclusion Lead. Subject leaders.</p> | | <p>Children will make expected or more than expected progress because their needs are more accurately met.</p> |
|--|--|---|--|---|--|--|

| | | | | | | |
|--|--|--|---|---|----------------|--|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils where it is reasonably required to do so</p> <p>This includes:</p> <ul style="list-style-type: none"> • Accessible toileting areas • Ground floor level access to the school building • Ramps • Corridor width • Disabled toilets and changing facilities • Resources at accessible height levels • Hand rails • Use of contrasting colours within decoration • LED lighting | <p>Ensure all areas of the school environment remains accessible and safe for use by all, especially those with mobility needs.</p> <p>Ensure accessibility equipment (lifts, handrails, ramps etc) are maintained and remain in a safe working order.</p> | <p>Regularly check and monitor areas of the school to ensure they remain clear and safe.</p> <p>Safety checks to be carried out termly and repairs made in a timely manner</p> <p>Class risk assessments carried out by teachers and children</p> | <p>SLT, Site manager, Health and safety Governor.</p> | <p>Ongoing</p> | <p>All children and adults will have safe access to relevant areas of the school environment,</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage and visual support | <p>Relevant communication training will be delivered to staff to ensure the curriculum remains accessible for all children they teach.</p> <p>Continue to improve staff</p> | <p>Outside agency advice passed on in a timely manner.</p> | <p>Inclusion leader</p> <p>Outside</p> | <p>Ongoing</p> | <p>All staff will have improved knowledge and confidence to ensure that information is delivered in an</p> |

| | | | | | | |
|--|---|--|--|---|--|--|
| | <ul style="list-style-type: none"> • Improved opportunities for children to learn from home, providing devices where needed (remote / online learning such as TT Rockstars) • Large print resources where required • Translation tools, such as google translate and translator within Class Dojo. • Personal computing device where required. • Pictorial or symbolic representations • Partnership working with families and outside agencies to tailor specific communication methods(e.g. braille, sign language etc.) to specific needs of children. | <p>knowledge of SEND</p> <p>Relevant adaptations to be made to environments depending on child's needs.</p> <p>Ongoing reviews of pupils needs (at least termly)</p> <p>Ensure information is provided to parents in an accessible way (support for parents who may have literacy/numeracy/communication difficulties/ EAL/ SEND) to enable them to support their children</p> | <p>Staff meetings and Staff training.</p> <p>Teachers and school to work closely with parents to ensure support is in place to enable them to receive and understand information from school. This may involve additional meetings with parents, phone calls and support with completing documents or forms.</p> | <p>agencies, SLT, Inclusion leader, Subject Leaders</p> <p>Inclusion leader, SLT, Site manager and health and Safety Governor</p> <p>Teachers, SLT, Inclusion Leader.</p> | | <p>accessible way to pupils with a disability.</p> <p>All parents will feel empowered and able to support their children's learning o the best of their ability.</p> |
|--|---|--|--|---|--|--|

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The Local Governing Body are consulted on the Policy and it will be ratified by the PCLC Trust Board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |

| | | | | |
|-------------------------|--|--|--|--|
| Internal signage | | | | |
| Emergency escape routes | | | | |