



Paulton Junior School

Accessibility Policy & Plan

Reviewed: September 2025
Next Review Date: September 2028

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.

At Paulton Junior School we are committed to providing a safe, positive environment where individuals are happy and resilient learners and the best they can be.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the **Equality Act 2010**.

| Target | Strategies | Timescale | What will success look like? |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This could include:</p> <ul style="list-style-type: none"> • Ramps at exits and entrances • A lift between levels • Corridor/walkway width • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height | ASAP | <ul style="list-style-type: none"> • Pupils, staff and parents/carers have full access to and safe exit from all areas of school • Personal Emergency Evacuation Plan (PEEP)s are prepared and reviewed as individual needs change |
| Ensure that fire exits around school that are suitable for people with a disability | <ul style="list-style-type: none"> • Fire exits in all classrooms are in good working order • Fire exits from the communal areas of the school e.g. hall are accessible • External walkways linked to fire exits are wheel chair accessible | ASAP | <ul style="list-style-type: none"> • All disabled staff, pupils, parents and carers have safe exits from school. |
| Maintain access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities and differences. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. | Daily | <ul style="list-style-type: none"> • Pupils are able to access the curriculum with their peers and learning is not disrupted |

4. Monitoring arrangements

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

5. Links with other policies

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

- Safeguarding and Child Protection
- Risk assessments
- Health and Safety policy
- Special Educational Needs (SEN) offer
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------|
| Number of storeys | The main part of the school building has one storey, linked with paths and a flat walkway. | <p>Create PEEPS for hall and classrooms for children with access difficulties.</p> <p>Always have vigilant adult if child in a wheel chair going down slopes</p> <p>If using wheelchair avoid exiting, entering the hall along the walkway (turning area is too tight). Use main entrance/exit to school and side gate to playground.</p> | <p>Headteacher</p> <p>SENCO Responsible adult</p> | |
| Corridor access | Wide corridors in the main part of the building with no access issues. | | | |
| Parking bays | No marked access bay. Car Park is part of local council land and multi academy trust (Paulton Infants school) | Investigate marking a bay | Head Site Manager | |
| Entrances | Entrances to school, playground and classrooms suitable. | | | |
| Ramps | There are ramps to the main playground | | | |
| Toilets | <p>Good access to children's toilets.</p> <p>Access to accessible toilet.</p> <p>2 x accessible toilets are</p> | | | |

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|-------------------------|-----------------------------------------|-----------------------------------------------------------------------------|-------------|--------------------------------------------------------------------|
| | available on the school site. | | | |
| Reception area | Wide, modern foyer No access issues | | | |
| Internal signage | Clearly visible exit signs | | | |
| Emergency escape routes | Escape routes are marked within school. | Create PEEPS for hall and classrooms for children with access difficulties. | Headteacher | Regular check in September and on fire checks schedule |