



Accessibility Plan 2025-28

Purlwell Infant and Nursery School

Approved by: School Governing Board

Ratified: February 2026

Last reviewed: December 2025

Next review due by: December 2028

Reviewed by: Headteacher

Accessibility Policy and Accessibility Plan

Purlwell Infant and Nursery School aims to treat all stakeholders, including learners, prospective learners, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled learners, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled learners. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Plan

The purpose of this plan is to show how Purlwell Infant and Nursery School intends, over time, to increase the accessibility of our school for disabled learners. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against learners because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

What will the Accessibility Plan Do?

1. The Accessibility Plan is structured to complement and support the Trust Equity, Diversity and Inclusion Policy and the Trust SEND Policy, both of which can be accessed via our website.
2. Purlwell Infant and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Purlwell Infant and Nursery School Accessibility Plan shows how access is to be improved for disabled learners, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - a. Increase access to the curriculum for learners with a disability, expanding the curriculum as necessary to ensure that learners with a disability are as prepared for life as are the able-bodied learners. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these learners in accessing the curriculum within a reasonable time frame.

- b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- c. Improve the delivery of written information to learners, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information

about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- 4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
- 5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - a. Behaviour Policy
 - b. School Improvement Plan
 - c. SEND Information Report
 - d. Trust Equity, Diversity and Inclusion Policy
 - e. Trust Health & Safety Policy
 - f. Trust SEND Policy
- 6. The Accessibility Plan will be published on the school website.
- 7. The Accessibility Plan will be monitored by the School Governing Board.
- 8. The school will work in partnership with Batley Multi Academy Trust, the Local Authority and outside agencies in developing and implementing this Accessibility Plan.

	care plans are shared with appropriate adults. Consider access needs during recruitment process.			
<p>Communication Improve the availability of accessible information to disabled learners and their carers.</p> <p>Ensure that the school community is aware of disability and equality issues and the school's duties</p>	Continue to use and promote the school's website as a method of communication. Provide printed information for those who cannot access the website.	All staff	On-going	All parents / carers are able to access appropriate information about their child
	Translate letters and reports where needed.	SLT / office staff		
	Consult with parents regarding the effectiveness of communication.	SLT	At least annually	
	Review signage and update where needed.	SLT	On-going	Signage effectively supports all learners and adults in and around school.
	Provide translation for parents, if needed, either in person or through online / telephone translation services.	SLT	On-going	All parents / carers are able to access appropriate information
	Displays around school promoting diversity and disability equality and inclusion.	Teachers	On-going	
	Social, emotional and mental health awareness raising across school.	SLT / SENDCO	On-going	Improved awareness and support for all learners and adults.
Disability and diversity is celebrated across the curriculum.	SLT / teachers	At least termly		
learners' awareness of equality and disability is developed through charitable events.	SLT			