John Fletcher of Madeley Primary School

"***Whatever you do, work at it with all your heart***", Colossians 3:23

Accessibility Plan

Increasing access to the curriculum, physical environment and information

Approved by	Governing Body
Approval date	Autumn 2026
Review	At least annually and sooner where circumstances change
Plan period	2026-2029

1. Purpose and legal framework

John Fletcher of Madeley Primary School is committed to ensuring that disabled pupils can participate fully in school life and are not placed at a substantial disadvantage. This plan sets out how the school will progressively improve accessibility during 2026-2029.

This plan has been prepared with regard to the Equality Act 2010, including Schedule 10. The responsible body of a school must prepare, implement and keep under review a written accessibility plan covering:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so disabled pupils can access education, benefits, facilities and services;
- improving the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled.

The school will also have regard to the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years. This plan should be read alongside the SEND and equality policies and relevant individual plans.

2. Our approach

Accessibility is an ongoing process. We will anticipate barriers, make reasonable adjustments for individuals where required, and plan strategically for improvements to the school environment. Decisions will take account of pupils needs, safety, professional advice, resources and the practical circumstances of the site.

- Pupil and parent/carer views will inform planning and individual adjustments.
- Staff will use adaptive teaching and appropriate aids, resources and communication approaches.
- Accessibility will be considered in curriculum arrangements, educational visits, clubs, events, procurement and building works.
- Governors will monitor implementation and provide support and challenge.

3. Current accessibility context

The school recognises that elements of the current site present physical barriers, particularly where routes rely on stepped access. Recent school review activity has highlighted the importance of improving access for pupils with mobility or complex medical needs and for the wider school community. The school will continue to work with the Local Authority and relevant professionals to explore practicable improvements and will use individual assessment and planning where specific adjustments are required.

The school does not assume that every pupil with SEND is disabled, or that every disabled pupil has SEND. Arrangements will reflect individual needs and identified barriers.

4. Accessibility action plan 2026-2029

Timescales may be brought forward where an individual pupil need requires earlier action.

What we want to achieve	What we will do	What success will look like	Who will lead this?	When?
Make sure every child can take part fully in learning and school life	We will regularly look at how accessible our curriculum is, including lessons, PE, trips, residentials, clubs, performances and other opportunities. Where something creates a barrier for a child, we will look at what we can reasonably change so that they can take part.	Children with disabilities are able to participate as fully as possible in the curriculum and wider life of our school. Barriers are identified early rather than waiting until they become a problem.	Headteacher, SENDCo and subject leaders	Reviewed annually and whenever an individual need arises
Help staff feel confident in meeting individual needs	We will continue to develop staff understanding of adaptive teaching, disability and reasonable adjustments. Staff will be supported to use appropriate resources, equipment, communication approaches and other aids where these help a child to access learning.	Staff understand children's individual needs and feel confident adapting teaching and provision appropriately. Adjustments become part of everyday inclusive practice.	SENDCo and SLT	2026–27 and ongoing
Make transitions as smooth as possible	When a child with a disability or significant medical need joins our school or moves into a new class, we will work with the child, their family and relevant professionals to understand what they need. We will try to put practical arrangements in place before the transition wherever possible.	Children and families feel listened to and supported. Staff understand what needs to be in place and potential barriers are identified before transition wherever possible.	SENDCo and class teachers	At admission and every significant transition
Understand the accessibility of our whole site	We will review accessibility across the school, including entrances, routes around the site, classrooms, toilets, outdoor spaces, signage, parking and emergency evacuation arrangements. We will record what works well, where barriers remain and what improvements are realistically possible.	We have a clear and current picture of accessibility across our site and a prioritised record of improvements that need to be considered.	Headteacher, Site Manager and governor oversight	Initial review Autumn 2026, then annually
Improve access around our school site	We recognise that parts of our site currently present challenges, particularly where access relies on steps. We will continue to work with the Local Authority and relevant professionals to explore realistic ways of improving access and to consider alternative arrangements where	Decisions about the site have accessibility at their heart. Options are properly considered and agreed improvements or alternative arrangements are recorded and followed through.	Headteacher, Governing Body and Local Authority	2026–29, with progress reviewed termly

	structural changes cannot immediately be made.			
Make sure children with mobility or complex medical needs can move around school as safely and independently as possible	Where a child has particular mobility, physical or medical needs, we will work with their family and relevant professionals to develop individual arrangements. This will include considering safe movement around the site and emergency evacuation arrangements where required.	Every identified child has arrangements that reflect their individual needs. Relevant adults know what needs to happen and arrangements are reviewed when circumstances change.	SENDCo and other relevant school leaders	Before admission or transition where possible, and whenever needs change
Think about accessibility whenever we make changes to our buildings	Accessibility will be considered when we plan refurbishment, purchase significant equipment or make changes to the school environment. We will use these opportunities, wherever practicable, to remove rather than create barriers.	Future changes to the school environment support our ambition to become increasingly accessible over time.	Headteacher and Governing Body	Ongoing
Make information accessible to the children who need it	We will make reasonable adaptations to information according to individual need. This might include enlarged print, clearer or simplified presentation, visual or pictorial information, electronic formats or communication supports where appropriate.	Children are able to access the information they need in a format that works for them.	SENDCo and SLT	2026–27 and ongoing
Make our communication accessible to families too	We want families to be able to engage fully with school life. Where a parent or carer needs information in a different accessible format, we will listen to what they need and consider how we can provide it within a reasonable timescale.	Parents and carers know they can talk to us about their communication needs and reasonable requests are responded to appropriately.	Office Manager and Headteacher	From Autumn 2026 onwards
Keep improving our printed and digital communication	We will periodically look at the accessibility of the key information we share with children and families and make reasonable improvements where we identify barriers.	Our communication becomes increasingly clear, inclusive and accessible to the people who use it.	SLT and Office Team	Reviewed annually
Give children and families a real voice in accessibility decisions	We will talk to children with disabilities and their parents/carers about the barriers they experience. When decisions directly affect a child, their experience and their family's views will help shape our planning alongside relevant professional advice.	Children and families feel listened to and can see that their experiences have informed decisions about support and accessibility.	SENDCo and Headteacher	Ongoing
Make accessibility something governors actively oversee	We will report progress against this plan to governors, including what has been achieved, barriers that remain and any changes needed to priorities, resources or timescales.	Governors understand the school's accessibility strengths and challenges and can provide informed support and challenge.	Headteacher and SEND Governor	At least annually

5. Individual reasonable adjustments

This action plan does not replace the duty to consider reasonable adjustments for individual disabled pupils. Where a barrier is identified, the school will consider the pupil's circumstances, relevant professional advice, effectiveness

and practicability, safety and resources. Auxiliary aids and services will be considered where necessary to avoid substantial disadvantage.

6. Consultation, monitoring and review

The Headteacher will oversee implementation. The SENDCo will contribute specialist knowledge about pupil needs and curriculum access. The governing body will provide strategic oversight. Relevant staff, pupils, parents/carers, the Local Authority and external specialists will be consulted as appropriate.

The plan will be reviewed at least annually and revised sooner if pupil needs, site arrangements, legislation, statutory guidance or significant building work require this. Completed actions will be retained in the monitoring record so progress over the three-year period remains visible.

7. Related school documents

- Equality, Diversity and Inclusion Policy
- SEND Policy and SEN Information Report
- Supporting pupils with medical conditions arrangements
- Health and Safety Policy and emergency/evacuation arrangements
- Educational Visits procedures
- Behaviour and Anti-Bullying policies

8. Statutory references

Equality Act 2010, Schedule 10: Accessibility for disabled pupils.

Children and Families Act 2014, Part 3.

SEND Code of Practice: 0 to 25 years.

Department for Education, Special educational needs (SEN) and disabilities: guidance for school governing boards (updated 3 February 2025).

Draft checked against the statutory sources reviewed on 30 September 2026. Review this plan if relevant legislation or statutory guidance changes during the plan period.