The 3-18 Education Trust

Much Wenlock Primary School
Accessibility Plan

'Every individual is in a great school.'

Approved: **Summer Term 2025**
Review: **Summer Term 2028**

www.3-18education.co.uk

Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road
Shrewsbury
SY3 9PS

Company Number: 08064698

Plan Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this plan on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010. The Key SEND trust lead
Date of Plan	Summer Term 2025
Review Period	3 years
Date of Next Review	Summer Term 2028

This plan is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this plan, Section 1 refers to the purpose and scope of the plan, along with our values.

Section 2: Refers to the detail of how the plan is implemented at Much Wenlock Primary School. Given the accessibility plan is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

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Section 1:

Purpose, aims and scope of the Accessibility Plan

1.1. Schools and Academy Trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.

1.2. The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

1.3. The Accessibility Plan outlines the aims of the schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
- Improve the availability of accessible information to pupils with disabilities.

1.4. The Trust also aims to inform staff, governors, and parents/carers about the previous and ongoing efforts to make the schools and their curriculum accessible for all students, enabling their participation in the school curriculum. When new students enrol who have needs relevant to this plan, their requirements will be assessed in accordance with this plan.

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

1.6. The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupils with medical conditions, SEND and the school development plan.

2. Trust principles and values

2.1. The Trusts mission is that every individual is in a great school and the vision for the students is that they leave accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

2.2. The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)

2.3. The Trust aims to provide an environment that enables full curriculum access that values and includes all pupils, 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 each school.

3. Definition of Disability

3.1. 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.

3.2. 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’.

Accessibility Audit and Actions Document

The Accessibility Audit and Actions Document relates to the physical, learning and information accessibility of the School, which remains the responsibility of the governing committee. It may not be feasible to undertake all of the works identified during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Process:

The Accessibility Audit and Actions document will be completed by relevant staff and shared with the local governing committee. This document will inform the school-specific plan within the Accessibility Policy

The Accessibility Policy and Plan will then be published on the school website.

The Accessibility Plan will be monitored through the Local Governing Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by key staff including:

- **The Governing Committee**
- **Head Teacher**
- **SENDCO**
- **Business Manager**

A plan of the school buildings is kept in the school office with this plan.

Written by: ********** (Headteacher) and Senior Leadership Team.
Date: September 2025
Review Date: September 2026

Physical access audit and plan					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures to alert all students?				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				
5	Do furniture layouts allow easy movement for students with disabilities?				
6	Are quiet rooms/calming rooms available to children who need this facility?				
7	Are car parking spaces reserved for disabled people near the main entrance?				
8	Are there any barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				
10	Do all steps have contrasting edging?				
11	If there are steps, is a ramp provided to access the main entrance?				

Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
12	Is there a continuous handrail on each ramp				

	and stair flight and landing.				
13	Is it possible for a wheelchair user to get through the principal door unaided?				
14	If no, is an alternative wheelchair accessible entrance provided?				
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?				
16	Do all internal doors allow a wheelchair user to get through unaided?				
17	Do all the corridors have a clear, unobstructed width of 1.2m?				
18	Does each corridor/block/building have a wheelchair accessible toilet?				
19	Does the relevant block have accessible changing rooms?				
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?				
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?				
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
22	Is there a continuous handrail on each internal stair flight?				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.				
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?				

25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				
28	Is a hearing induction loop available (either fixed or portable) in the school?				

Learning access and audit					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with physical disabilities if required?				
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?				

5	Have staff had suitable training on adaptive teaching strategies underpinned by evidence such as The EEF?				
5	Are all children and young people encouraged to take part in music, drama and physical activities?				
6	Do staff provide alternative ways of giving access to young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
9	Do you provide access to appropriate technology for those with disabilities?				

Information access and audit plan					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Do you have arrangements to provide information in simple language,				

	symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?				
2	Do you have the facilities such as ICT to produce written information in different formats?				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				
4	Do you have ways of easily translating text into other languages?				

Section 2: School Specific

Physical Assessment of premises

Implementation responsibility

Accessibility at Much Wenlock Primary School				
Target	**Target: (How is this achieved and actions both short and long term)**	**Time scale for actions**	**Lead**	**Success criteria – outcomes**
Aim 1: Increasing the extent to which pupils with disabilities can participate in the school curriculum				
Ensure that Nursery and Reception starters and mid-term transfer pupils are all reviewed for any potential disability to best support them as quickly as possible.	• All previously settings contacted and visited to discuss SEND information. • All pupil registration forms are reviewed. • SENDCo will lead show around tours for any new starter with a potential special education need or disability. • EYFS transition events give opportunities to meet children, families and see them within their settings to identify pupil needs. • Staff are pro-active in finding out as much about the children as possible prior to starting. • Additional meetings with parents and/or health professionals are held when a pupil is identified with additional needs/	Ongoing	Admin staff Business manager SENCo EYFS Lead Health Coordinator	Staff awareness during admissions, induction and enrolment process. Additional needs are identified as soon as possible. Procedures, resources, training in place as soon as possible, prior to pupil starting wherever possible.

	• Staff training is provided for pupil's additional needs.			
Teachers adapt the curriculum to support the children's individual needs.	• Staff aware of responsibility to provide 'high quality first teaching' including appropriate adaptations and scaffolding for learners and planning for a variety of learning styles. • SLT monitoring provides an opportunity for teachers to discuss how different children are supported in lessons. • Support provided by SENCo. • CPD sessions for all staff. • Consultation/advice with external professionals. • High aspirations and inclusive approach for all pupils.	Ongoing	All staff SENCo	Pupils with additional needs are supported in the classroom in accessing the whole curriculum and make expected progress. All pupils access Much Wenlock's curriculum and make good progress relative to their starting points. Increase in pupil's self-esteem as they work alongside peers.
Train all staff on inclusive teaching practices and adaptive teaching to increase their ability to adapt instruction and engage all pupils effectively.	• Assess training needs of staff. • Deliver regular training sessions for all staff. • Ensure that staff have access to the resources they need to deliver the curriculum. • Monitor the implementation and impact of the CPD. • Reflect and adapt training to suit the needs of individual classes and address emerging needs.	Ongoing	All staff SENCo	Staff can confidently articulate what adaptive teaching is and employ a wide variety of strategies within the classroom. Pupil outcomes improve for all groups of learners.
Learning support/interventions.	• All additional needs are recorded on the Additional Needs Register and monitored termly. • Teachers have a provision map to record needs and provision within their classes,	Ongoing	All staff SENCo and SEND Support Assistant	Pupils are able to work on improving their literacy and numeracy to support in all areas of the curriculum. Intervention targets achieved and pupils removed from extra support. Pupils of all abilities can access curriculum in full.

	updated half termly with the impact of interventions. • Regular scrutiny from SENCo, SEND Support and SLT. • Targeted, timely interventions impact monitored and work adjusted accordingly. • High quality resources and investment in CPD training/coaching for staff.			
Referral to external agencies.	• Referral to SEND specialists – SALT, Educational Psychologist, Hearing Impairment Team, in school Dyslexia and Dyscalculia screening, ASD specialist, LSAT and adoption of their suggestions. • Specialist SEND equipment for individuals purchased and used as required.	Ongoing	Teachers SENCo	Individual pupils needs are met and adjustments mean they can access the curriculum and overcome any barrier to learning.
Rigorous monitoring of assessment data – including SEND.	• Regular data analysis including analysis of the attainment and progress of different 'groups' within year groups to ensure every individual is making the expected progress and barriers to learning are identified and supported. • Insight system used, allows quick, easy access to data for teachers at all times which can be filtered to exact criteria.	Ongoing	Teachers SLT	Progress is made towards targets. Narrowing of gaps for key groups of children.
The system for pupil medical needs is regularly monitored.	• Medical needs are regularly updated and briefed to staff at team meetings. • Medical training is in place.	Ongoing	All staff Business Manager/ Health Coordinator	Medical needs are met. Adjustments made so pupils can actively participate with their peers.

	• Care plans produced for individual pupils with medical needs. • Medical needs are reviewed via termly audits. • Medical needs should not be a barrier to accessing the curriculum and reasonable adjustments are made to ensure a fully inclusive approach.			
To ensure that all trips and visits and extra-curricular activities allow participation of all pupils.	• Trips and visits organised with inclusive centres/providers with a range of facilities. • Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them. • Opportunities for all re: activities, trips, clubs, enrichment, community events.	Ongoing	Teachers Office Manager	Wide participation from all pupils. All students are included in extra-curricular activities which help develop their social skills, confidence and resilience.
To ensure pupils (and staff) with hearing impairments have access to the curriculum.	• Staff trained in use of hearing loops where necessary. • Staff remind parents to provide and charge equipment. • Speech reinforced with visual back-up print, pictures and concrete materials. • Support in the classroom as needed. • All staff in school aware of pupils with hearing disabilities. • Liaison with Sensory Inclusion Service. • Consider where learning take place – adjustments made for	Ongoing	All staff SENCo	Pupils can hear what is being said in the classroom. Pupils can access the curriculum and wider school life. Pupils make good progress.

	other rooms in school where sound delivery is an issue.			
To ensure pupils with English as an additional language have access to the curriculum.	• Speech reinforced with sign language, visual prompts and resources and TA support. • All staff to be aware of pupils with EAL. • Liaison with families, translator, support services as required. • Staff to learn a variety of phrases of a child's first language. • School are pro-active in engaging with families into the wider school life and community events and provide assistance with school communications where language is deemed a barrier.	Ongoing	All staff	Pupils are happy, engaging with individuals in school and making progress.
Aim 2: Improving the physical environment of the school to increase access to education for pupils with disabilities				
To provide access for wheelchair users.	• Conduct a thorough accessibility audit of the school premises to identify physical barriers affecting pupils with mobility aids. • Adapt classroom layouts and furniture to accommodate mobility aids and create flexible learning spaces. • Maintain safe and accessible routes inside and outside the school, including parking, pathways and playgrounds.	Ongoing As individual needs arise	Business manager	Wheelchair users could comfortably access the site, their learning or work and any adjustments are made to overcome difficulties.
Provide accessible emergency evacuation procedures and	• Develop individualised evacuation plans tailored to each pupil with disabilities.	Ongoing		In the event of an evacuation – either planned or non-planned – any one with additional needs or disabilitiy can safely leave the site quickly and comfortably.

ensure staff are trained to assist pupils with disabilities in case of emergencies.	• Conduct regular risk assessments of evacuation routes and procedures. • Provide training to staff for safer evacuation. • Conduct regular evacuation drills – including fire and lockdown drills.			Staff are aware of the procedures and confidently carry them out.
Aim 3: Improve the availability and delivery of accessible information to pupils with disabilities.				
To differentiate work to ensure all pupils are able to progress in their learning.	• To provide Quality First Teaching and a range of resources to allow for personalisation of pupils work. • Effective use of Teaching Assistants in the classroom. • Rigorous assessment from SLT. • Lesson looks and professional dialogue to hone and share best practice. • Accessible information for families.	Ongoing	All staff	Pupils needs are being met through scaffolded materials, questioning and support, enabling children to make good progress.
To provide CPD opportunities to cover a wide range of SEND needs such as Autism, Dyslexia, SCLN etc.	• Quality staff CPD and researched by SENCo. • Creating staff SEND specialisms within the team. • Staff to share and learn from each other. • Trust SEND Audit finding to share best practice. • Support for interventions from SENCo and SEND Support Assistant.	Ongoing	All staff SENCo/SEND Support Assistant	Information on how to support individual pupils in part of a CPD process and staff can confidently and knowledgeably support pupils.