

Michael Faraday Primary School

Accessibility Plan

September 2026 to September 2029

Purpose and scope

This plan sets out how Michael Faraday Primary School will improve access for disabled pupils over three years. It covers participation in the curriculum, the physical environment and information provided to pupils. We will also consider the accessibility needs of parents, carers, staff and visitors through our wider equality and reasonable adjustment arrangements.

We will identify barriers with pupils and families, make reasonable adjustments for individuals when needed, and use the actions below to improve access for current and future pupils. Individual adjustments must not wait for the next review of this plan.

Legal framework and responsibilities

This plan is prepared under Schedule 10 to the Equality Act 2010 and takes account of the SEND Code of Practice. The school has duties not to discriminate against disabled pupils and to make reasonable adjustments, including auxiliary aids and services where reasonable. The headteacher and SENCO coordinate implementation with the governing body, teachers, premises team and families.

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment with a substantial and long term adverse effect on their ability to carry out normal day to day activities. Disability and special educational needs can overlap, but are not identical.

How we will work

- Seek the views of disabled pupils and their parents or carers, including during transition and when needs change.
- Consider access to lessons, visits, clubs, assemblies, play, dining and assessment, as well as movement around the building.
- Use specialist advice where appropriate, share relevant information with staff securely and provide training linked to pupils' needs.
- Keep accessibility and evacuation arrangements under review without publishing confidential individual plans.

Action plan

Actions are reviewed at least annually. Timescales are targets for checking and improving provision; individual support will be arranged as soon as it is needed.

1 Access to the curriculum

Priority and action	Lead	Timescale	Evidence of progress
Plan for pupils joining the school: obtain information from previous settings and families; agree adjustments, equipment and staff training before entry where practicable.	SENCO; class teacher; EYFS lead where relevant	At admission and every transition	Transition record identifies barriers, agreed actions and review date; pupil and family feedback sought.
Review access to classroom teaching and assessments, including visual, hearing, communication, literacy and physical needs; provide suitable aids, adapted resources and reasonable adjustments.	Teachers; SENCO; assessment lead	Each term and whenever needs change	Pupil plans and progress reviews record adjustments and whether pupils can participate and demonstrate learning.
Check access to visits, clubs, assemblies, PE and other school activities during planning; arrange suitable support and risk assessments where required.	Activity leads; SENCO	Before each activity; annual overview	Planning records show barriers considered and disabled pupils can take part wherever reasonably practicable.
Identify staff training needs, including communication approaches and support recommended by specialist services, and check the impact in practice.	SENCO; senior leaders	Annual training review and when a pupil's needs change	Training record and pupil or family feedback show strategies are being used consistently.

3 Physical environment

Priority and action	Lead	Timescale	Evidence of progress
Audit entrances, routes, classrooms, toilets, playgrounds, signage and lighting with reference to pupils' actual needs; record barriers and prioritise feasible changes.	Premises lead; SBM; SENCO	Autumn 2026, then annually	Dated audit, action log and completion checks; pupil and family feedback where relevant.
Maintain the lift, accessible toilets, stair edging and external lighting; respond promptly to defects and keep circulation routes clear.	Premises lead; SBM	Routine premises checks; termly review	Maintenance and defect records show issues resolved or temporary arrangements documented.
Review individual emergency evacuation arrangements for any pupil who needs assistance and ensure relevant staff know the procedure.	Headteacher; premises lead; SENCO	On admission or change of need; review at least annually	Confidential evacuation arrangements and staff briefing records are current; drills inform improvements.
Assess changes to the environment or room allocation against accessibility needs before implementation.	Senior leaders; premises lead	Whenever a change is proposed	Decision records identify access implications and any required mitigation.

Accessible information for pupils

Priority and action	Lead	Timescale	Evidence of progress
Ask pupils and families about communication and format needs; provide information intended for pupils in accessible formats such as large print, suitable digital text, audio, symbols or simplified language where appropriate.	Teachers; SENCO	At admission and when needs change; check termly	Pupil profiles identify preferred formats and samples or feedback show information is usable.
Review signs, notices and instructions used by pupils, including emergency information; improve clarity and alternative formats where needed.	SENCO; premises lead	By summer 2027; review annually	Audit records improvements and pupil feedback confirms key messages can be understood.
Check that school communications and meetings with parents or carers are accessible when requested, including interpretation or alternative formats as appropriate.	Office manager; SENCO	As requests arise; annual review	Requests and responses recorded securely; feedback used to improve communication.

Monitoring and review

The headteacher and SENCO will review progress against the action plan annually and report to governors. The governing body will review the full plan by September 2029, or sooner if legislation, statutory guidance, the school environment or pupils' needs change. The plan will be published on the school website and a paper or alternative format copy provided on request.

Concerns about accessibility can be raised with the class teacher or SENCO. The school's complaints procedure is available if a concern is not resolved.

Related documents

SEN information report; SEND policy; equality information and objectives; behaviour policy; health and safety policy; supporting pupils with medical conditions policy; complaints policy; individual risk assessments and evacuation arrangements.

Shared with governing body	September 2026
Next full review	September 2029, or sooner if needed