Accessibility Plan

Mickley Village Primary and Nursery School

September 2026

Last Reviewed	September 2026
Written By Reviewed By	Jessica Dolman Chair of Governors
Next Review Date	September 2029

Vision Statement

"Be the best you can be."

At Mickley Village Primary and Nursery School, we are committed to providing an inclusive environment where all pupils are valued, respected and able to achieve their full potential. We strive to remove barriers to learning and participation, enabling all pupils, including those with disabilities and special educational needs, to access a broad, balanced and enriching education.

Legislative Framework

This Accessibility Plan has been prepared in accordance with:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0–25 Years (January 2015)
- The Public Sector Equality Duty
- Keeping Children Safe in Education (current edition)

Under Schedule 10 of the Equality Act 2010, schools are required to produce an Accessibility Plan that demonstrates how they will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to increase accessibility;
- Improve the availability of accessible information for disabled pupils and their families.

The Governing Board is committed to ensuring that all pupils can access a broad, balanced and inclusive education and will review this plan regularly to ensure compliance with statutory requirements.

In meeting its duties under the Public Sector Equality Duty, the school will have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

Definition of Disability

The Equality Act 2010 defines a disability as:

"A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Accessibility Objectives 2026–2029

The school will continue to improve access in the following three areas:

1. Increasing access to the curriculum.
2. Improving the physical environment.
3. Improving access to information.

Improving Access to the Curriculum

Objective	Actions	Lead	Success Criteria	Review
Ensure all pupils can access a broad and balanced curriculum.	Audit SEND needs annually and review provision termly. Adapt curriculum resources and teaching approaches to meet identified needs.	SENDCo Executive Headteacher Subject Leaders	Pupils with SEND make expected progress from their starting points. Learning walks demonstrate effective adaptive teaching.	Termly
Develop staff expertise in SEND and inclusion.	Deliver annual programme of SEND training, including autism, ADHD, dyslexia, speech and language needs, sensory needs and medical conditions.	SENDCo Executive Headteacher	Staff report increased confidence. Monitoring shows strategies are consistently implemented.	Termly
Promote positive attitudes towards disability and difference.	Include disability awareness within assemblies, PSHE, curriculum themes and awareness events throughout the year.	Senior Leaders PSHCE Lead SENDCo	Pupil voice demonstrates positive attitudes towards diversity and inclusion.	Annually
Improve access to extra-curricular opportunities.	Review participation data and remove barriers preventing participation in clubs, visits and enrichment activities.	Senior Leaders Executive Headteacher SENDCo	Participation rates for pupils with SEND increase and reflect the wider school population where appropriate.	Termly
Ensure learning resources are accessible to all learners	Maintain and update specialist resources including visual timetables, assistive technology, sensory equipment and adapted materials.	SENDCo	Resources are available and used effectively to support learning.	Annually

Improving the Physical Environment

Objective	Actions	Lead	Success Criteria	Review
Maintain a safe and accessible learning environment.	Conduct annual accessibility audit and identify areas for improvement.	Executive Headteacher School Business Manager Site Manager	Identified barriers are addressed promptly and effectively.	Annually
Ensure classrooms support a range of learning needs.	Audit classroom environments, signage, displays, seating arrangements and sensory considerations.	Senior Leaders	Monitoring demonstrates classrooms are accessible and supportive of pupils' needs.	Termly
Improve accessibility of school facilities where required.	Consider accessibility in any refurbishment, building works or resource purchases.	Governors Executive Headteacher	Any future developments enhance accessibility for all users.	Ongoing
Support safe access to educational visits and enrichment opportunities	Complete individual risk assessments and make reasonable adjustments where necessary.	Educational Visits Coordinator SENDCo	Pupils with disabilities can participate in educational visits alongside their peers wherever possible.	Ongoing
Ensure emergency evacuation procedures meet individual needs.	Review Personal Emergency Evacuation Plans (PEEPs) where required.	Executive Headteacher Site Manager	Appropriate evacuation arrangements are in place and understood by staff.	Annually

Improving Access to Information

Objective	Actions	Lead	Success Criteria	Review
Ensure information is available in accessible formats (on request).	Provide large print, coloured paper, electronic versions or alternative formats upon request.	School office SENDCo	Parents can access information in the format they require.	Ongoing
Improve communication with families.	Continue to use ParentHub, the school website and direct communication methods to share information.	All school staff (where appropriate)	Parent feedback indicates communication is clear and accessible.	Annually
Support families with sensory impairments or language needs.	Source interpreters, translation services or specialist services where required.	Executive Headteacher	Families report being able to access and understand information provided by the school.	Ongoing
Improve accessibility of information online.	Review website content regularly to ensure compliance with the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018 and WCAG 2.2 AA standards.	School Business Manager Trust IT department	Website information is accessible and meets statutory requirements	Annually

Monitoring and Review

The Accessibility Plan will be:

- Monitored annually and formally reviewed every three years.
- Monitored through learning walks, pupil voice, parent feedback and SEND reviews.
- Updated where necessary in response to changing pupil needs, legislation or school priorities.

The Governing Board will evaluate progress against the actions outlined within this plan and ensure appropriate resources are allocated to support implementation. The Governing Board is responsible for ensuring that the Accessibility Plan is implemented and monitored in accordance with Schedule 10 of the Equality Act 2010

Item	Detail
Plan Period	September 2026 - August 2029
Last Reviewed	September 2026
Reviewed By	Jessica Dolman and Governing Board
Next Full Review	September 2029
Monitoring	Annual Governor Review