

The 3-18 Education Trust

John Wilkinson 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

Our vision

Creating a culture of curiosity where children, who feel healthy, happy and safe, thrive.

Values and Ethos

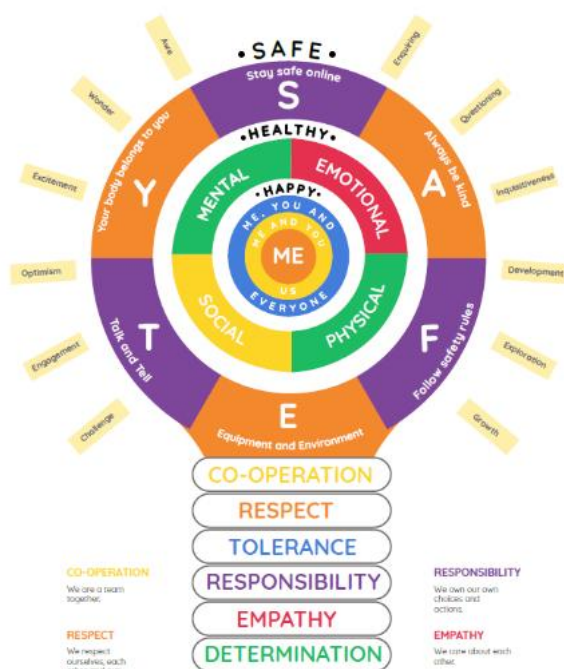
Our school community uphold six whole school values, to help to ensure our children feel healthy, happy and safe. These are promoted through the code of conduct which we expect everyone to follow:

Be Responsible. Be Respectful. Be Ready.

Our school values are fundamental to our PSHE curriculum but are also promoted through our wider curriculum work. These values are:

- cooperation
 - respect
 - tolerance
- responsibility
 - empathy
- determination

These six school values underpin our whole school vision (below). If children and adults in our school are upholding these values, children can feel healthy, happy and safe. Once these conditions are in place, the lightbulb is lit and learning is optimised. A culture and ethos is created where children are curious learners, encouraged and supported by adults who are curious too, which optimises the attainment and progress that children make. The well planned and sequenced knowledge-rich curriculum supports children to ignite their curiosity for learning, in order to know more and remember more. It builds on previous knowledge so that children can link their learning together and see the big picture, being well prepared for the next stage in their school journey. Our behaviour expectations are encapsulated in our three school rules, “the three Rs”: Be responsible. Be respectful. Be ready. Once these conditions are in place, the lightbulb is lit and learning is optimised.



Aims of the school

- To create a stimulating school environment where children feel valued, safe and are eager to learn.
- To deliver a broad, balanced curriculum which meets the needs of all of our children.
- To promote high expectations and standards so that children take pride in their work and achievements.
- To treat and respect children as individuals so that they may develop respect for the individuality of all people and develop sensitivity to each other's needs.
- To foster the understanding of moral and spiritual values and appreciate other ways of life.
- To promote close working partnerships amongst the community, governors, home and school, for the greater benefit of their education.
- To make education enjoyable and promote children's understanding of how we learn.
- To enable children to develop a love of learning that will stay with them throughout their lives.
- To provide extended school opportunities appropriate to our pupils, parents and community.
- To promote a partnership between home and school that encourages regular contact between teachers and parents/guardians/carers and their involvement in school activities.
-

We want our children to....

- be playful, imaginative, creative and curious
- make, foster and keep positive relationships that make them happy
- be loving, caring and compassionate
- become confident to risk-take and mistake-make
- be good human beings!

Being accessible and inclusive is a high priority linked to our school aims

Disability Statement

John Wilkinson Primary School and Nursery is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have **easy ground floor-only access** into the main part of the building and have **disabled toilet facilities** within the school. As with any additional needs, the schools work closely with parents and appropriate outside agencies.

John Wilkinson Primary School and Nursery has been described as having a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

At John Wilkinson Primary School and Nursery we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Purpose of the plan

The purpose of this plan is to show how John Wilkinson Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- **increasing the extent to which disabled pupils can participate in the school curriculum**, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- **improving the environment of the school** to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- **improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled**. E.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

John Wilkinson Primary School and Nursery aims to treat all stakeholders, including pupils, prospective pupils, 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 pupils, 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 pupils. 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.

Definition of a 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

Contextual information

John Wilkinson Primary School and Nursery is a single site one form entry primary school and nursery. We have 6 mixed age classes. Access arrangements are considered when disability access arrangements are needed.

The majority of the school building and playground is accessible for a child in a wheelchair and is single storey. The school site houses a demountable building used for multi-purpose. This can be accessed via steps or a ramp.

Targets	Strategies	Outcome	Timeframe	Achieved
<u>EQUALITY AND INCLUSION</u>				
To ensure that the Accessibility Plan is reviewed regularly and given due consideration as and when new needs arise.	• Safety ambassadors • Meetings with stakeholders • Class safety checks	Adherence to legislation.	Annually/ad hoc	
To improve staff awareness of disability issues.	• Review and monitor staff training needs by Headteacher and SENDCo • Monitoring of classrooms, planning etc by SENDCo • Training by SENDCo and trained teacher to enable dyslexia friendly classrooms and Autistic Spectrum Disorder (ASD) friendly classrooms • Follow a calming classroom approach • Ensure classrooms are adapted on a case by case basis • Provide training for members of the school community as appropriate.	Whole school community fully aware of needs of all children with disability and special needs.	On-going.	
To ensure that all policies consider	• Consider during review of policies.	Policies reflect current legislation.	On-going.	

the implications of disability access.				
To ensure children recovering from serious medical condition have minimal risk of contracting infections.	- Parents to be reminded of need to inform school about infections that might cause problems - Following of health and safety policy - Health and medical plans in place	Children continue to make good recovery.	Half termly. /ad hoc	

<u>PHYSICAL ENVIRONMENT</u>				
Targets	Strategies	Outcome	Timeframe	Achieved
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	- Be aware of staff, governors and parents access needs and meet as appropriate - audit and monitoring accessibility of school buildings and grounds by Governors and HT. Suggest actions and implement as budget allows e.g. - Provision of particular furniture where appropriate - Improvements to arrangement within classrooms/ corridors to allow safe access	All staff and governors, parents and children feel confident their needs are met Modifications will improve access to both sites.	On-going.	
Ensure all disabled pupils can be safely evacuated	- Ensure Personal Emergency Evacuation Plan (PEEP) for all staff and pupils with difficulties. - Training of identified staff with evacuation chair - Develop a system to ensure all staff are aware of their responsibilities which are covered in our general Emergency Evacuation Plan	All disabled pupils and staff working alongside are safe in the event of a fire	yearly	

<u>CURRICULUM</u>				
Targets	Strategies	Outcome	Timeframe	Achieved
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	

To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	- Review of out of school provision to ensure compliance with legislation. - Children with disabilities will have prioritised access to after school clubs - PE training/manual handling training	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Individual teachers will assess the needs of the children in each class and provide equipment as needed. eg. Special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo.	
To meet the needs of individuals during statutory end of key stage tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
Use ICT software and hardware to support learning	IT Lead to ensure specialist software installed where needed and hardware matches the needs of individuals	Wider use of SEND resources in classrooms	As required	
Increase confidence of all staff in ensuring access to curriculum by all children	- Be aware of staff training needs on curriculum access - CPD for dyslexia by trained teacher	Raised staff confidence in strategies for differentiation and increased pupil participation	On-going and as required	