MEDWAY COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026 – 2029

Review Date: October 2029	Headteacher	Steven Williams	Signed: 
Ratified by Governing Body: 29th October 2029	Chair of Governors	Michael Berriman	Signed: 

Purpose and legal framework

This plan sets out how Medway Community Primary School will improve accessibility over time for disabled pupils, staff, parents/carers and visitors.

The plan is prepared in line with the Equality Act 2010 and Schedule 10 requirements relating to disability and accessibility planning. Governors are accountable for implementation, review and reporting on progress.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will avoid less favourable treatment and make reasonable adjustments where required. Accessibility will be considered alongside safeguarding, SEND provision, curriculum planning, premises management and communication.

Scope and priorities

The plan covers three statutory areas:

- Increasing access to the curriculum.
- Improving the physical environment to increase access.
- Improving the availability of written information in accessible formats.

How the plan will be implemented

- Actions will be informed by the needs of pupils and other members of the school community.
- The school will consult pupils, parents/carers, staff, governors and relevant external professionals where appropriate.
- Leaders will retain evidence of completed actions and review their effect, not only whether an action took place.
- The plan will be reviewed annually and revised sooner if a new barrier, significant change or identified need requires action

Increase access to the curriculum.

Current position	Commitment	Actions	Lead	Timescale	Success measures
Staff use adaptive teaching strategies and differentiated resources to support access to learning.	Ensure all pupils can access a broad and balanced curriculum.	Complete annual curriculum accessibility audits and identify barriers to learning.	SENDCo / Subject Leaders	Annually 2026-2029	Accessibility audits completed and actions implemented. Evidence of STRONG for Ofsted
The school employs a Level 1 BSL Interpreter to support communication needs with other staff engaging in training.	Improve communication access for deaf pupils, families and visitors.	Increase staff awareness of basic BSL through training and promote inclusive communication strategies across the school. Support children with deaf parents in communication.	SENDCo / BSL Interpreter	2026-2028	Staff confidence improves and communication barriers are reduced.
SEND-specific clubs and enrichment opportunities are available.	Ensure pupils with disabilities (and siblings of) fully participate in wider school life.	Review accessibility and participation rates in clubs and enrichment activities annually.	SENDCo / Club Leaders	Annually	Increased participation and positive pupil feedback.
Belonging Mentors support pupils' wellbeing, attendance and engagement.	Promote inclusion, belonging and emotional wellbeing for all pupils.	Monitor impact of mentoring support and target provision according to need. This extends to when they are new to school or preparing to leave.	Inclusion Lead / SENDCo	Termly	Improved attendance, engagement and pupil voice outcomes.

Current position	Commitment	Actions	Lead	Timescale	Success measures
Individual support plans are reviewed with stakeholders	Ensure provision reflects individual needs and aspirations.	Strengthen pupil voice within review meetings and target-setting processes. Provide support plans for children struggling with attendance.	SENDCo / Class Teachers	Termly	Pupils contribute to reviews and support plans reflect individual needs.

Improving the physical environment

Current position	Commitment	Actions	Lead	Timescale	Success measures
The school has a disabled parking bay, lift access, accessible toilets and level access throughout key areas.	Maintain and improve site accessibility.	Complete an annual accessibility audit of the site considering pupils, parents and staff.	Site Manager / SENDCo	Annually	Audit completed and actions addressed.
2 x disabled parking bays are available for visitors and families.	Ensure parking provision remains accessible and appropriate.	Review signage, markings and accessibility routes from parking to the building entrance.	Site Manager	By Summer 2027	Parking remains clearly identified and accessible.
Emergency evacuation systems and equipment are in place.	Ensure safe evacuation arrangements for all.	Review PEEPs annually and where appropriate and provide refresher training where necessary.	Headteacher / Health & Safety Lead	Annually	PEEPs remain current and staff are confident in procedures.
Classroom environments are adapted according to individual need.	Promote independence and safe movement around the school.	Review classroom layouts and accessibility of learning environments termly.	Class Teachers / SENDCo	Termly	Pupils can access classrooms safely and independently.

Current position	Commitment	Actions	Lead	Timescale	Success measures
Outdoor areas are accessible for most pupils.	Increase inclusion during social times and outdoor learning.	Review playground accessibility and identify improvements where barriers exist.	Site Manager / SENDCo	By Summer 2029	Increased participation during breaktimes and outdoor activities.

Improving access to information

Current position	Commitment	Actions	Lead	Timescale	Success measures
School communications are adapted to support families with English as an Additional Language.	Ensure information is accessible to all families regardless of language background.	Review key communications and develop a bank of EAL-friendly information, visual guides and translated resources where appropriate. Translation services provided when available	School Office / Inclusion Team	Ongoing 2026-2029	Positive parent feedback and increased engagement from EAL families.
Alternative formats can be provided where required.	Improve accessibility of information for all stakeholders.	Develop standard accessible formats for key policies and information documents.	SENDCo / School Office	By Summer 2028	Accessible versions available when requested.
The school website provides information for pupils, parents and visitors.	Ensure digital information remains accessible.	Undertake annual website accessibility reviews and update accessibility information.	Website Lead / ICT Lead	Annually	Website accessibility requirements continue to be met.

Current position	Commitment	Actions	Lead	Timescale	Success measures
Internal signage is in place around the school.	Improve wayfinding and accessibility for pupils and visitors.	Audit signage and introduce additional visual and high-contrast signs where appropriate.	Site Manager / SENDCo	By Summer 2028	Visitors can navigate the site more independently.
Parents, pupils and visitors can provide feedback through existing systems.	Ensure accessibility improvements reflect stakeholder views.	Gather annual feedback on accessibility and inclusion and use findings to inform future planning.	SENDCo	Annually	Feedback is reflected in the school's accessibility priorities.