

Accessibility Plan

2026–2029

A school built on Kindness.

Document control	Details
Status	DRAFT – for Governing Body consideration
Draft prepared	13 October 2026
Approved by	Governing Body / delegated committee – TO CONFIRM
Approval date	November 2026
Review	Annually and when circumstances change; next full plan within three years of approval
Policy owner	Headteacher and SENCo
Linked documents	SEND Information Report; SEND Policy; Equality Information and Objectives; Health and Safety / Fire Safety; Supporting Pupils with Medical Conditions; Educational Visits

1. Statement of intent

North Cheshire Jewish Primary School (NCJPS) is committed to an inclusive and welcoming environment in which disabled pupils and prospective pupils can participate fully in school life. This reflects our school values, including compassion, respect and self-belief. We anticipate barriers, listen to pupils and their families, make reasonable adjustments and plan sustainable improvements.

The Governing Body adopts this written plan under Schedule 10 of the Equality Act 2010. Across the plan period it will:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can access education, benefits, facilities and services;
- improve delivery to disabled pupils of information available to pupils who are not disabled, in accessible ways and within a reasonable time.

The plan covers Reception to Year 6, including Jewish Studies, Ivrit, PE, school assemblies, clubs, trips and residential opportunities as applicable. Individual reasonable adjustments must not be delayed pending completion of this strategic plan.

2. Legal context

This plan has regard to the Equality Act 2010 (including sections 6, 20, 85 and Schedule 10), the Children and Families Act 2014, the statutory SEND Code of Practice: 0 to 25 years and Department for Education guidance for maintained schools. The Equality Act defines disability as a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. Some pupils with a disability may not have identified special educational needs, and vice versa.

The school's duty to make reasonable adjustments (including auxiliary aids and services where reasonable) is anticipatory. Accessibility planning and reasonable adjustments are related but distinct duties. Information

access will take account of each pupil's disability and any preferences expressed by the pupil or their parents/carers.

The Public Sector Equality Duty also requires the school to have due regard to eliminating prohibited conduct, advancing equality of opportunity and fostering good relations. This plan complements, but does not replace, separate equality, admissions, employment and SEND arrangements.

3. Leadership, consultation and monitoring

Responsibility	Expectation
Governing Body	Approve, resource, oversee implementation, consider reports and keep the plan under review.
Headteacher	Accountable operational lead; reports progress and risks to governors.
SENDCo	Coordinates individual access arrangements, curriculum and information audits, family consultation and specialist advice.
School Business Manager	Coordinates premises assessment, maintenance priorities, costings and safe access.
Teachers, support staff and visit leaders	Identify barriers, implement adjustments, keep access arrangements current and raise issues promptly.
SEND / inclusion link governor	Scrutinises evidence, challenges delays and reports to the Governing Body (

Planning draws on pupil and parent/carer voice, staff observations, pupil support and EHC plans where relevant, attendance/participation evidence, incident records and suitable professional advice. Governors will receive a termly progress summary, using red/amber/green judgements alongside evidence of impact. The school will undertake an annual review and revise sooner if needs, buildings, guidance or the school offer change.

4. Planning duty 1 – curriculum access

Ref / objective	Action, lead and timing	Evidence of success
C1: Identify barriers	SENDCo and curriculum leaders: audit participation across subjects, Jewish Studies, Ivrit, PE, clubs, visits and assemblies by December 2026; review annually.	Action log identifies barriers, owners and agreed timescales; pupil/parent feedback informs changes.
C2: Anticipate individual needs	SENDCo/class teachers: review transitions, SEN Support/EHC arrangements, auxiliary aids and individual adjustments termly and on admission/change of need.	Necessary adjustments are documented, communicated and observed in everyday provision.
C3: Develop staff capability	Headteacher/SENDCo: needs-led CPD on adaptive teaching,	CPD records and monitoring show adjustments used effectively;

	sensory/communication needs and assistive technology from Spring 2027.	pupil participation improves.
C4: Inclusive wider opportunities	Visit leaders/class teachers: include access considerations and adjustments in planning for clubs, educational visits, residential and special events from Autumn 2026.	Sampled risk assessments/plans consider individual access; barriers to participation are addressed.

5. Planning duty 2 – physical environment

Ref / objective	Action, lead and timing	Evidence of success
P1: Current access baseline	Headteacher/SBM: undertake a competent site access assessment by February 2027, covering routes, entrances, doors, toilets, circulation, signage, lighting, acoustics, playground and specialist rooms.	Written risk-ranked audit and costed schedule reported to governors.
P2: Verify legacy provision	H&S Governor: inspect historic wheelchair, toilet and access works and identify short-term improvements by February 2027; implement agreed quick wins by July 2027.	Condition, usability and completion evidenced; urgent hazards promptly addressed.
P3: Prioritise adaptations	Governing Body: agree a phased resource and capital plan by July 2027; review progress termly through 2029.	High-priority barriers removed or mitigated; decisions, costs and delivery dates recorded.
P4: Safe evacuation	Headteacher/SENCD: review evacuation arrangements and individual PEEPs when required by December 2026 and following any material change.	Appropriate plans are communicated to relevant staff and tested/reviewed as practicable.

6. Planning duty 3 – accessible information

The school will plan accessible provision of written, visual and spoken information for disabled pupils, including information on learning, events, safety and school life. Appropriate options may include accessible digital documents, larger text, audio, visual symbols, communication aids, captions, specialist formats and technology, depending on assessed needs. Support for families with English as an additional language is valuable but is not a substitute for the statutory disabled-pupil information duty.

Ref / objective	Action, lead and timing	Evidence of success
I1: Identify preferences	SENDCo/class teachers: record pupil information-access needs and pupil/parent preferences by December 2026, then update when needs change.	Relevant staff can access clear, proportionate instructions for each pupil.
I2: Respond to format needs	SENDCo/office/ICT: agree an alternative-format request and production process by January 2027; prioritise urgent teaching and safety material.	Pupils receive essential information in time to participate; requests and response times monitored.
I3: Make materials accessible	Curriculum/ICT leads: establish accessible document and media templates by March 2027; sample materials termly.	Improvements evident in sampled resources and feedback from pupils.
I4: Publish and cross-reference	School office/Computing lead: publish approved plan and link from policies and SEND information within five school days of approval (school target).	Website links work; published document and SEND Information Report are consistent and current.

7. Resources, risk and evaluation

The Governing Body will identify suitable staff time, training, assistive technology, specialist services and premises funding. Actions requiring capital investment will be prioritised following the access audit, with interim measures recorded where appropriate. Budget commitments and providers must be confirmed by school leaders; this draft does not invent costs.

The Headteacher will report on pupil participation, quality of reasonable adjustments, inaccessible areas and mitigations, emergency access, accessible-information response times, relevant complaints/incidents, pupil and parent/carer feedback, and whether agreed action has been completed. An outstanding high-risk barrier must be escalated without waiting for the next termly report.

8. Publication, review and complaints

Following approval, this plan will be published on the NCJPS website and cross-referenced within the school's SEND information. A paper copy or suitable alternative format will be made available on request. Anyone concerned about access or reasonable adjustments should contact the class teacher or SENDCo in the first instance, or the Headteacher as appropriate; complaints may be made through the school complaints procedure.

This plan is reviewed annually and whenever relevant circumstances change, and will be replaced with a further three-year plan before the current planning period expires. Approval and review dates will be updated once confirmed by governors.

9. Key sources

- Equality Act 2010, Schedule 10: <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- DfE, Equality Act 2010: advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

- DfE, SEND code of practice 0–25: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- DfE, What maintained schools must publish online: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- DfE, Inclusive education estates (2026): <https://www.gov.uk/government/publications/inclusive-education-estates>