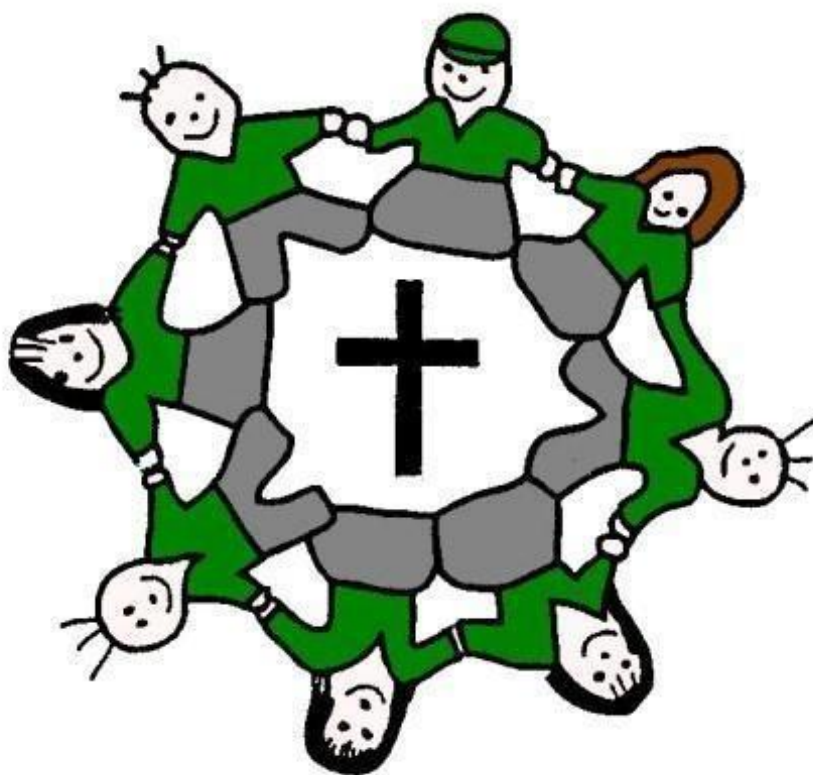


St. Martin's CE Primary School



Accessibility plan

| | | | |
|----------------------------|--------------------|--------------|--------------|
| Approved by: | The Governing Body | Date: | October 2025 |
| Last reviewed on: | October 2025 | | |
| Next review due by: | October 2028 | | |

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--|--------------------|-----------------------------|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> | <p>All children should access learning opportunities appropriate to their level of need.</p> | <p>SLT/SENCO to monitor progress of children with additional needs.</p> | <p>SLT/SENCO</p> | <p>Termly</p> | <p>All children will be making appropriate progress.</p> |
| | <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>All children should make expected progress linked to their individual targets.</p> | <p>SLT to monitor quality of teaching.</p> | <p>SLT</p> | <p>Termly</p> | <p>Teaching across classes will be fully inclusive.</p> |
| | <p>Reasonable adjustments are made to meet the needs of all children.</p> | <p>Ongoing audit of children's needs and staff training to meet those needs.</p> | <p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p> | <p>SENCO</p> | <p>Ongoing</p> | <p>Increase in access to all school activities for all disabled pupils</p> |
| | | <p>Classrooms are organised to promote the participation and independence of all pupils</p> | <p>Ensure 1 Page Profiles, Support Plans and Provision Maps assess reasonable adjustments required - equipment, support, environment</p> | <p>SENCO</p> | <p>Ongoing</p> | <p>All pupils are able to access the school and curriculum independently.</p> |

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|--|---|---|--|--------------------|-----------------------------|--|
| | <p>environment</p> <ul style="list-style-type: none"> □ Appropriate use of specialised equipment to benefit individual pupils and staff | | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations | <p>All rooms and resources will be accessible for all pupils.</p> | <p>Large print signage/ braille may be required if children with visibility impairments join the school.</p> | <p>SLT/SENCO</p> | <p>Termly</p> | <p>Children will be able to navigate the school independently and find appropriate resources.</p> <p>Written information available in alternative formats and languages, on request.</p> |

4. Monitoring arrangements

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Helen Woodward (Headteacher) and the Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Behaviour Policy
- Special educational needs (SEND) information report
- SEN Policy

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



Parent Forum

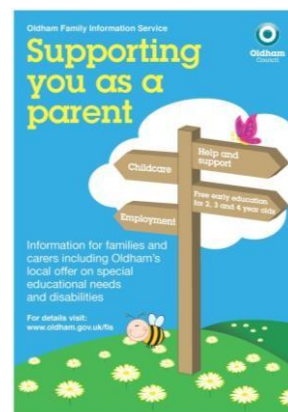
SENDIAS

<http://iassoldham.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|---|--------------------|-----------------------------|
| Number of storeys | 1 | Ramps to be used to access lower pitches/hall/staff car park from Junior Playground door. | WF/AH | When necessary |
| Corridor access | All corridors clear. | Staff to ensure corridors are free from obstructions at all times. | All Staff | Daily |
| Lifts | n/a | n/a | n/a | n/a |
| Parking bays | No disabled parking bays currently present. | Arrangements for a disabled car parking space to be made if required. | WF | When necessary |
| Entrances | All entrances accessible | | WF | |
| Ramps | Ramp currently used to access classrooms. | Ensure pupils who require ramp have access to their class door. | WF/AH | When necessary |
| Toilets | Accessible toilet on KS1 corridor. | Plan to be created for any child who requires use of disabled toilets. | WF/SENCO | When necessary |
| Reception area | Accessible doors at school entrance. | | | |
| Internal signage | Internal signage appropriate for current pupils. | Monitor. Signage may need adapting to provide large print formats. | WF/SENCO | Annually |

| | | | | |
|-------------------------|--|--|-------------|-------------|
| Emergency escape routes | All escape routes are accessible for current pupils. | Monitor. Ramps to be in place for any children who require them. PEEPs to be updated termly. | WF/AH/SENCO | Half termly |
|-------------------------|--|--|-------------|-------------|

