



Accessibility Policy

September 2025

Last reviewed: September 2025
Next review due: September 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 aim values the diversity of all pupils and follows equal opportunities guidance to ensure there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our school aim encourages children to embrace diversity of faith/ethnicity/religion/ family make-up.

We are dedicated to preparing students for their adult life beyond school and ensure that we promote and reinforces British values to all our pupils. Any child with an identified barrier for learning will have access to intervention groups, regardless of ability or circumstances. St. Martin's is committed to monitoring potentially vulnerable children's progress. Children who are particularly vulnerable (e.g. pupil premium/ looked after children/ children with special educational needs etc.) are closely monitored to ensure that they are developing in line with the school's expectations.

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

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

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. This policy complies with our funding agreement and articles of association.

3. Accessibility Plan 2025 - 2028

This Accessibility Plan is in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. St Martin's Multi Academy Trust is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year cycle.

We are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Martin's CE Primary School plans, over time, are to ensure the accessibility of provision for all pupils, staff and visitors to the school by producing an Accessibility Plan covering a three-year period to be updated annually.

The Accessibility Plan will contain relevant actions to:

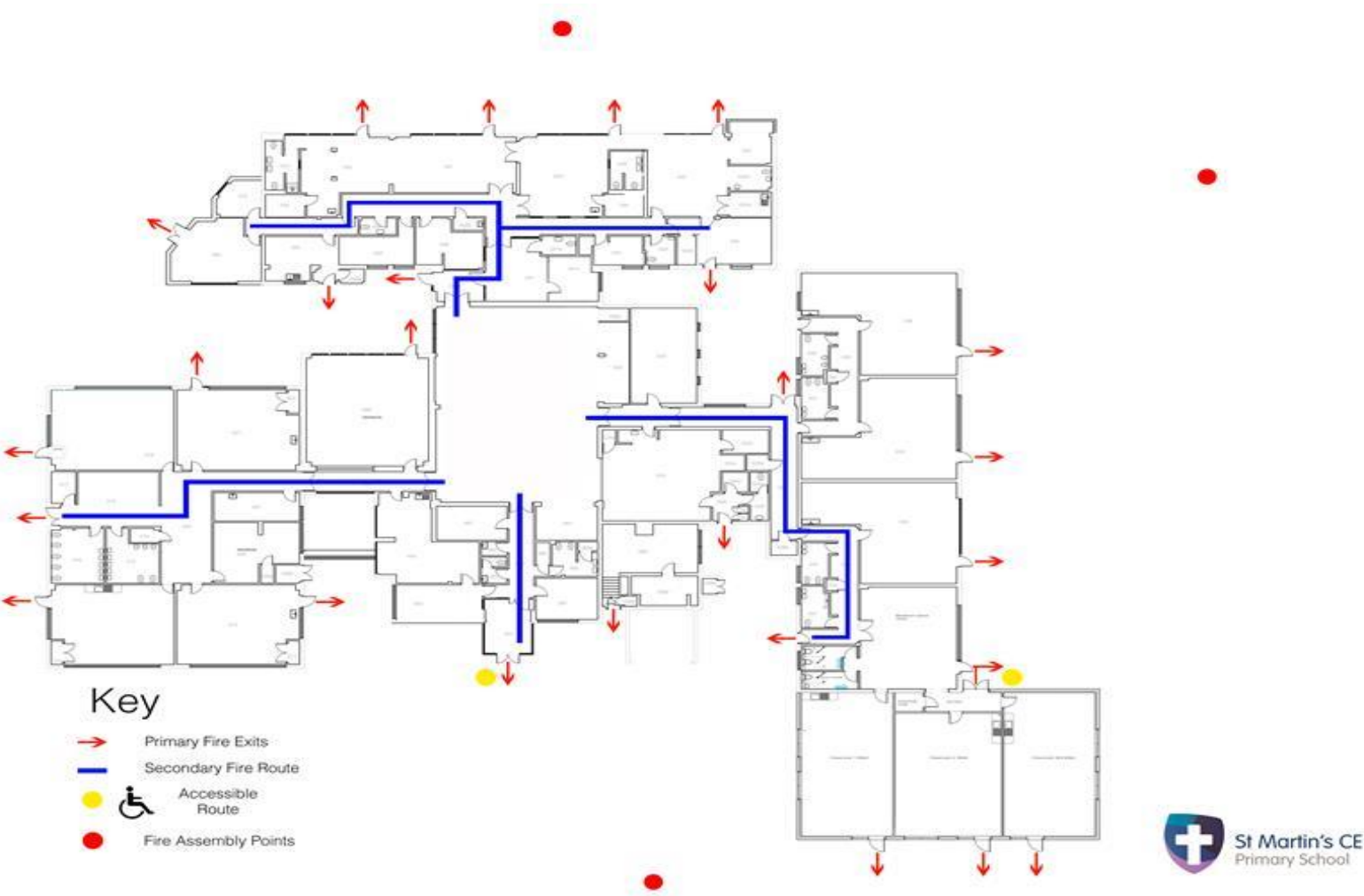
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to an Accessibility Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the term of an Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

The school's complaints procedure covers the Accessibility Plan.

The plan will be monitored through Director's meetings. The staff member with responsibility for the plan is Miss S Wright (SENDCO).

4. Building Plan



5. Action Plan

Improving access to the curriculum

Objective	Lead person	Expected outcome	Strategies / resources	Time scale	Monitoring/review
Increase confidence/skills/knowledge of staff to enable them to make reasonable adjustments to differentiate the curriculum to promote access for all.	Miss S Wright	Staff confident in differentiating the curriculum to ensure access for all pupils.	Raise awareness of Autism Friendly teaching practices. Use of SEND plans and Quality First Teaching. Regular monitoring and adaptations when needed.	3 years	SENDCO and SLT regular monitoring
To consider a support strategy for children with disabilities to cater for any wider emotional needs.	Miss S Wright	Children with disabilities supported with emotional needs to prepare them for the next stage of their life.	Pastoral team are employed to support children with identified needs. External counselling can be accessed when required (Base 25, B2A) PSHE curriculum adapted for specific needs.	3 years	SENDCO termly monitoring
To provide curriculum information in alternative formats to ease access for children with disabilities.	Miss S Wright	Reasonable adjustments are made so that children with disabilities are able to access the curriculum as others do.	Coloured paper, use of large print texts, Reading Rulers, use of overlays, audiobooks. On slides use of pale coloured backgrounds. Use of iPads to photograph work for individual reference. Use of widgets and visual timetables	3 years	SENDCO termly monitoring

Improving access to the physical environment

Objective	Lead person	Expected outcome	Strategies / resources	Time scale	Monitoring / review
To ensure that all fire exits are accessible for individuals with a disability and that step edges are easily identified for those with visual impairments.	Pete Hawkes	All fire exits to be wheelchair accessible. All steps to be clearly signposted and step edges visibly defined from floor/carpet.	Ramps to external fire exits where possible. Painted lines on step edges.	3 years	Reviewed annually
To ensure that school signage is appropriate and identifies key areas in terms of access/escape and facilities.	Pete Hawkes	School signage clearly shows key areas of school, directions and arrangements for escape/facilities.	School signage audit – consider Dyslexia Friendly and visually impaired compatible.	3 years	Reviewed annually
To provide a workstation in classrooms as a reasonable adjustment, when required.	Miss S Wright	Classrooms to have workstations where required.	Separate area, table and appropriate chair, screens, headphones.	3 years	Reviewed annually

Improving access to information

Objective	Lead person	Expected outcome	Strategies / resources	Time scale	Monitoring / review
To ensure that the school website is fully accessible.	Mrs J Reese	Website to feature access tools e.g. text reader, coloured background, different font sizing etc.	Language selection	3 years	Website Compliance check - Monthly
To make information for parents readily available.	Miss S Wright	Parent information is shared via Arbor. Paper copies are provided to parents when needed. Support for parents with additional needs via meetings.	Information from Wolverhampton IASS, Local offer, children's services, health professionals	3 years	SENDCO termly monitoring
To support parents with school communications, particularly policies such as the SEND Information Report and the school Complaints policy.	Miss S Wright	Paper copies of documents to be provided when needed.	Opportunities to support parents with information requirements (completion of forms etc.) Ensure that parents know that information can be interpreted in their first language.	3 years	SENDCO termly monitoring

6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the board of Directors.

5. Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

7. Accessibility audit

Feature	Description	Provision	Actions to be taken	Person responsible	Date to be complete actions by
Corridor access	Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	N/A – Due to age of building.	N/A	Pete Hawkes	N/A
	Do any windows (natural light), or artificial light provide glare or silhouettes?	Blinds and glass film cover all classroom, hall & office windows.	Maintenance of blinds.	Pete Hawkes	Ongoing.
	Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	All break out areas including Hall provide good acoustics for sound to carry.	SENDSCO arrangements for personal hearing aids.	Pete Hawkes	N/A
	Are suitable signs provided, from both standing and seated positions, where necessary?	Perspex signage at child friendly height on doors and walls.	Maintenance of signage.	Pete Hawkes	Ongoing.
	Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	All fire extinguishers are wall mounted or based on red stands in suitable places around site.	Maintenance of extinguisher fixings.	Pete Hawkes	Ongoing.
Doors	Is the door/s necessary, can it/they be removed?	All inner doors removable via hinge.	N/A	Pete Hawkes	N/A
	Can fire doors be held open on magnetic devices (corridors)?	Resource base corridor Fire doors currently magnetic.	To consider installation on corridor fire doors.	Pete Hawkes	September 2026
	Are doors well contrasted from their surroundings?	All inner doors are grey or in wood finish against neutral paintwork.	Maintenance of door paint.	Pete Hawkes	Ongoing.
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	All door handles are consistent within school. Handles are aluminium	Maintenance of doors.	Pete Hawkes	Ongoing.

		set against wood/ grey finish doors.			
	Can people on each side of the door, either seated or standing, see each other?	All classroom and corridor doors contain glass strip panelling.	N/A	Pete Hawkes	N/A
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Main entrance, front corridor, accessible entrance with ramp & all inner fire doors provide more than 800mm clearance.	N/A	Pete Hawkes	N/A
	If double doors, does one leaf allow 800mm clear opening width?	Main entrance, accessible entrance & resource base corridor doors provide 800mm clear opening. Other restricted corridor width due to age of building.	N/A	Pete Hawkes	N/A
Parking bays	Are accessible car parking bays signposted from the car park entrance?	School has secure barrier system. Car park accessible via telecom speaker.	N/A	Pete Hawkes	N/A
	Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Disabled parking space at front of school provides adequate space.	N/A	Pete Hawkes	N/A
	Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Tarmac carpark free from loose stones	N/A	Pete Hawkes	N/A
Entrances	Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs, etc.?	Clear tarmacked path with access directly to school entrance	N/A	Pete Hawkes	N/A

	Are there separate entrances for cars and pedestrians?	Secure barrier system for cars, separate walking and gate for pedestrians.	N/A	Pete Hawkes	N/A
	Is the route wide enough, and free of kerbs?	Pathway is 1760mm wide with no kerbing.	N/A	Pete Hawkes	N/A
	Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Double glass doors with white Perspex against brickwork.	N/A	Pete Hawkes	N/A
Ramps	Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Ramp by upper KS2 is over 1600mm in width. Handrail fixed on both sides.	N/A	Pete Hawkes	N/A
	If no permanent ramp is provided, can a portable ramp be made available?	Temporary ramps are available in school.	N/A	Pete Hawkes	N/A
	Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	No level changes in school building.	N/A	Pete Hawkes	N/A
Toilets	Is there WC provision for ambulant people with disabilities? (eg. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able-bodied person?	Disabled toilet located in EYFS entrance lobby (w/ grab rail). Travel distance increased due to age of building, added construction of rear of school.	N/A	Pete Hawkes	N/A
	Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Lobby area is 5m x 4m. Lowered handle on WC door with smooth, light operation.	N/A	Pete Hawkes	N/A
	Are the floors slip resistant?	Slip resistant lino flooring in WC.	N/A	Pete Hawkes	N/A
	Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	To use disabled WC at all times.	N/A	Pete Hawkes	N/A

	Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Door opens outwards. Access can be gained from outside in event of an emergency.	N/A	Pete Hawkes	N/A
	Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Door has a clearance of 900mm.	N/A	Pete Hawkes	N/A
	Are fittings easily distinguished from their background?	White fixtures against cream walls.	N/A	Pete Hawkes	N/A
Reception Area	Can people on each side of the door, either seated or standing, see each other?	Glass panelled fire doors at front of school allow visibility.	N/A	Pete Hawkes	N/A
	If fitted, are door control systems fitted at heights suitable for all users?	All Paxton door scanners fitted at waist height (Main entrance for staff only set at chest height).	N/A	Pete Hawkes	N/A
	Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Large D – shaped handle which is accessible by both children and adults.	N/A	Pete Hawkes	N/A
	Does the door pressure allow ease of access for all users?	Wide entry door enabling less pressure to open door. Accessible for children and adults.	N/A	Pete Hawkes	N/A
	Are thresholds flush and level, and mat wells firmly fixed?	No mats in lobby area	N/A	Pete Hawkes	N/A
	Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Main entrance doors are 960mm wide in clearance.	N/A	Pete Hawkes	N/A
	If fitted, does the lobby allow wheelchair users to move clear of the	Lobby area is 3m x 3.5 m approx.	N/A	Pete Hawkes	N/A

	outer door before opening the inner door?				
	Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	Signage viewable at lower height. Dark blue background w/ white font.	Teaching assistant to provide assistance accessing school beyond school lobby.	Pete Hawkes	N/A
	Have front line staff (reception) had access awareness/ equality training?	N/A	Training for staff to be considered	Pete Hawkes	N/A