



MARTIN PRIMARY SCHOOL

Accessibility Plan

Reviewed and ratified: summer 2026
Reviewed annually

Statement of intent

This plan outlines how Martin Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace.

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Medicine and First Aid Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Links to UN Convention of the Rights of the Child

This plan links to the following articles:

Article 2

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 23

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

1. Rationale

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

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

Disabilities and medical needs may include, but are not limited to:

- physical disabilities

- sensory impairments, including hearing or visual impairments
- mental health difficulties
- chronic medical conditions such as asthma, epilepsy or diabetes
- Autism Spectrum Disorder (ASD)
- speech, language and communication needs
- specific learning difficulties such as dyslexia or dyspraxia
- other conditions which may affect access to learning or participation in school life

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for disabled people.

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitations of the physical structure of the buildings and other resources.

Annually we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this plan is in line with the Equality Act 2010.

We believe it is essential that this plan clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this plan.

2. **Aims:**

- to identify barriers to access, to regularly review the school premises and to produce an accessibility plan
- to make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way
- to anticipate the needs of pupils, school personnel or visitors before they join the school
- to work with other schools and the local authority to share good practice in order to improve this plan.

3. **Roles and responsibilities**

Role of the Governing Body

The Governing Body has a duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan.

- to ensure that the school complies with all equalities legislation
- to ensure that funding is in place to support this plan
- to ensure that this plan is updated regularly
- to ensure that all policies are made available to parents.

Role of the Head Teacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school staff, pupils, parents and visitors to the school are aware of and comply with this plan

- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this plan
- annually report to the Governing Body on the success and development of this plan.

Role of the Inclusion Manager

The Inclusion Manager will:

- Work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensure they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Role of the Premises Manager and Inclusion Manager

The Premises Manager will work closely with the Assistant Head/Inclusion Manager to carry out the following:

- undertake an annual audit of all access and exits of the school premises in order to identify any problems and to plan improvements
- annual review and update if necessary the accessibility plan for the school
- ensure fire risk assessments are in place
- seek specialist advice from outside agencies
- ensure all school personnel, pupils and parents are aware of and comply with this plan
- monitor the effectiveness of this plan
- annually report to the Governing Body on the success and development of this plan

The annual audit considers:

The Physical Environment of the school	In place (Yes/No)	Replace/Upgrade (Yes/No)	Cost £	To be undertaken by
Automatic doorways	Hold openers in place	no	£	
Wide external / internal doorways	Compliant	no	£	
Ramps / slopes	In place	no	£	
Covered ramps	In place	no	£	
Obstruction free entrances and exits	In place	no	£	
Obstruction free corridors / pathways	In place	no	£	
Classroom access / egress	In place	no	£	
Classroom egress / fire escapes	In place	no	£	
Flat safe external and external pathways	In place	no	£	
Slip and trip free surfaces	In place	no	£	
Intercom door entry system	In place	no	£	
Handrails and grab rails	In place	no	£	

Disabled vehicle parking bays	In place	no	£	
Clear signage	In place	no	£	
External lighting	In place	no	£	
Lifts	Two platform lifts for wheelchair users	no	£	
Disabled toilets	In place	Yes		
Access to disabled toilets	In place	no	£	
Washroom and shower facilities	Not yet in place		£	

Role of school staff

School staff will:

- comply with all aspects of this plan
- be trained in disabled access issues if relevant to their role in school
- implement the school's equalities policy
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this plan
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- treat others, their work and equipment with respect.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this plan
- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

4. **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, disability, **sex, gender reassignment**, pregnancy or maternity, race, religion or belief, and sexual orientation.

This plan is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The practical application of this plan will be reviewed annually or when the need arises.

Named person: Hannah Taylor (Assistant Headteacher/Inclusion Manager)

Accessibility Action Plan 2026

Accessibility Plan 1 - Physical Accessibility

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Change in needs	SLT and SENCO to monitor any changes of physical need to ensure all children are able to access the physical environment	Ongoing	High	Possible resource implications where gaps are identified	Ongoing
2	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing

Accessibility Plan 2 - Curriculum Accessibility

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT and SENCo to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	None	
2	Interventions	SENCo to continue to monitor current interventions and their success/impact on progress. (INSIGHT TRACKING) Provision mapping to be used across all year groups.	Ongoing	High	None	
3	Classrooms are organised to promote the participation and independence of all pupils	SLT and SENCo to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing	High	Possible resource implications where gaps are identified	
4	Staff training in differentiation, the graduated approach and SEND issues.	SENCo to deliver staff training to teaching staff.	Ongoing	High	Not applicable	

5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: Dyslexia, SLCN, SPLD, ASD, Dyspraxia	SENCo to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	None	
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Accessibility Plan 3 - Written Information Accessibility

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable	
3.	Review documentation with a view of ensuring accessibility for pupils with specific learning difficulty (Literacy).	The school will review the format of written material for children with identified specific learning difficulty (Literacy)	Autumn Term 2026	High	Possible resource implications where gaps are identified	