

School Accessibility Plan 2025-2026



“At Salterforth Primary School we grow together, celebrating diversity, inclusivity and personal achievement, working in partnership with our pupils and community to create a happy and healthy environment.”

Salterforth Primary School Accessibility plan 2025-2026

Policy owner:	Mrs V Havers-Strong
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Chair of Governors Signature:	<i>L.Dowbiggin</i>
Chair of committee signature:	<i>L.Dowbiggin</i>
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Date of signatures:	4/11/25

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Introduction

At Salterforth Primary school we believe that all pupils have a right to achieve to the best of their ability.

We believe that all pupils should be respected and valued irrespective of age, race, gender or disability. 'All pupils share the right to a broad and balanced curriculum, including the National Curriculum. The right extends to every registered pupil of compulsory school age whether or not he or she has a Special Education Need or Education, Health and Care Plan.'

At Salterforth Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Certain measures are already in place. Disabled access is available through most school entrances. Corridors are wide enough to allow access by a wheelchair. We have an accessible toilet on the ground floor. Where necessary, a written record of a meeting is provided, where an interpreter does not attend, to ensure that all parties understand. Our school communication system (Class dojo) has built in translation technology to aid accessibility for speakers of other languages. Adjustments are made for users with physical disabilities as access to the first floor is not available.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

<http://www.legislation.gov.uk/ukpga/2010/15/section/6>

This accessibility plan will be published on the school website.

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Physical access audit and action plan					
Item	Audit area	Yes	No	N/A	Actions
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			Each class has a regulation station. The medical room is also used as a regulation space for children who need it. Outdoor sensory regulation space to be created in the EYFS outdoor area sheds Regulation stations to be refreshed
7	Are car parking spaces reserved for disabled people near the main entrance?		✓		This would be done on a case by case basis when needed
8	Are there any barriers to easy movement around the site and to the main entrance?	✓			Access to Salterwood is not possible in a wheel chair from the front playground but can be accessed via the carpark and upper playground. Emergency exit is not currently possible in a wheelchair without assistance and cannot be adapted due to slope of the exit. New pedestrian entrance to be created from the front to avoid access through the carpark. Wheelchair access will remain through the carpark. Main entrance door is difficult to access for an individual in a wheelchair due to heavy pull door. Install a doorbell to the external door to allow wheelchair users to alert office

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					staff to the need for assistance.
9	Are steps needed for access to the main entrance?	✓			See above
10	Do all steps have contrasting edging?	✓			
11	If there are steps, is a ramp provided to access the main entrance?		✓		There will be steps to the main entrance when entering through the new pedestrian entrance – this is not adaptable due to the physical slope on the playground
12	Is there a continuous handrail on each ramp and stair flight and landing.	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?		✓		Difficulty opening the door may be an issue for some individuals due to weight of fire door. Introduce a bell to alert office staff of the need for assistance
14	If no, is an alternative wheelchair accessible entrance provided?			✓	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?		✓		See point 13 and 8
16	Do all internal doors allow a wheelchair user to get through unaided?	✓			
17	Do all the corridors have a clear, unobstructed width of 1.2m?	✓			First floor only (upper floor not accessible to wheelchair users)
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?			✓	
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			✓	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		✓		This is not a possibility due to the nature of the building
22	Is there a continuous handrail on each internal stair flight?	✓			
23	Do you have any other sort of mechanical means provided to		✓		This is not a possibility due to the nature of the building

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	move between floors? If yes, please state what type.				
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		✓		The installation of a ramp to the main pupil entrance will be investigated but may not be possible due to the angle of slope required and the space available.
25	Are non-visual guides used to assist people to use the buildings?			✓	
26	Could any of the décor be confusing or disorientating for students with disabilities?		✓		Neutral backgrounds are used throughout schools and fire exits etc are clearly marked
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		✓		Children with hearing impairment will have a PEEP with an appointed adult to ensure their safe exit
28	Is a hearing induction loop available (either fixed or portable) in the school?		✓	✓	Not currently required

Learning access audit and action plan					
Item	Audit area	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	✓			
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			
6	Do staff provide alternative ways of giving access to experience or	✓			

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	understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			Yes on an individual basis

Access to information audit and action plan					
Item	Audit area	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			This would be put in place on an individual basis
2	Do you have the facilities such as ICT to produce written information in different formats?	✓			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			Including translation technology on Class dojo – school communication service