

EDSTART SCHOOLS

Accessibility Plan – Oldham

INCLUSION, ATTENDANCE & BEHAVIOUR

Policy owner	EdStart Specialist Education Ltd
Applies to	EdStart Schools Oldham & Rochdale
Category	Inclusion, attendance & behaviour
Approval and validity	September 2026 to September 2027
Review trigger	Annual review, or earlier following statutory, regulatory or operational change

Status: This 2026 version supersedes all previous versions.

1. Aims of the Policy

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.

Our school values – Humanity, Togetherness, Compassion and Progression – are at the centre of all that we do, and this is particularly true for disabled stakeholders (including staff, pupils and parents/carers). As a school we recognise our duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage
- To publish an Accessibility Plan
- Governors and staff will have regard to current Equality and Human Rights Commission (EHRC) guidance

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. The school supports any available partnerships to develop and implement the plan, and works in close partnership with Local Authority officers and staff who work on behalf of disabled people.

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

We have included a range of stakeholders in the development of this accessibility plan, including teachers, pupils, parents/carers and Governors. This has been carried out both remotely and in person.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 EdStart's funding agreement and articles of association.

3. Action Plan – Oldham

Aim	Current position	Actions	Timescale	Success criteria
Increase access to the curriculum for students with additional needs	Differentiated curriculums for all students; resources tailor-created to suit bespoke needs; access resources to support processing needs such as reading pens, coloured overlays and coloured/off-white paper personalised to individual students; curriculum progress tracked for all students; SMART targets set; IPP files in place	Review of SoW and LTPs; staff awareness campaigns throughout the academic year; gather the views of all stakeholders; active student and parent/carer voice; ongoing programme of CPD including disability awareness, SEND awareness, need-specific training and awareness weeks; improve understanding of reasonable adjustments through regular SENCo training and knowledge updates on access arrangements	April 2025, ongoing	SoW and LTPs evidence differentiation and scaffolding; reader pens in use and students able to actively discuss their usage; student/parent/carer views analysed and collated with evidence of feedback and actions; staff training records maintained; access arrangements evidenced for all students who need them
Improve and maintain	The environment may	Audit of procedures to	Feb 2025 audit,	Audit complete; offer

access to the physical environment	be adapted to the needs of students as required. Where physical needs cannot be met, this is stated clearly following a thorough consultation process. School access currently includes a ground-floor access ramp with handrails, a lowered intercom for entry, and emergency access keys/exit routes maintained at site entrances and gates (see photo evidence below)	ensure these match the school's offer; maintain access routes, ramps, lowered intercom access and emergency access/exit points, including at secondary gate and door access points	ongoing maintenance	represents the accessibility policy; access routes, ramp, intercom and emergency access points maintained and kept clear
Improve the delivery of information to pupils with additional needs	The school uses a range of communication methods to ensure information is accessible, including internal signage, large-print resources as required, accessibility tools built into IT systems (through Office 365), use of video/audio as well as written text, and letters/printed materials published on coloured paper specific to a student's needs. The VI/HI/Sensory team is involved at all levels when supporting these students, to ensure they have more than adequate resources to reach their potential	All documents to be available in alternate formats as required; meetings to include a translator or sign language interpreter as required	Ongoing	Progress of students with such needs; feedback from students/parents/carers

Photo evidence: site accessibility features



Access ramp with handrails to the main building entrance.



Ramped, railed walkway providing a step-free route to the site.



Side door fitted with a keypad/intercom entry system.



Main entrance, with signage and step-free access from the walkway.



Perimeter gate providing access to the outdoor/yard area.



Secondary gate with intercom access, on the route to the site.



Street-facing perimeter gate marking the site boundary.

4. Monitoring Arrangements

This document will be reviewed every year. It will be approved by the Board of Governors.

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
- SEN Policy
- Admissions Policy

6. Activity and Development

a) Education and related activities

EdStart will continue to seek and follow the advice of Education services and of appropriate health professionals from local NHS Trusts. The SENCo will lead on curriculum accessibility reviews each term and report to the Director of Education.

b) Physical environment

EdStart will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and requesting future improvements and refurbishment of the site and premises. A physical access audit will be completed annually and any actions raised will be included in the site improvement plan.

c) Provision of information

EdStart will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested. All communications will be adapted to meet individual family needs as identified through the admissions and EHCP review process.

7. Sign-off

Director of Education: Kevin Buchanan

Site sign-off: James Bradley, Executive Headteacher – Salford and Oldham

Date: September 2026