

EDSTART SCHOOLS

Accessibility Plan – Salford

INCLUSION, ATTENDANCE & BEHAVIOUR

Policy owner	EdStart Specialist Education Ltd
Applies to	EdStart Schools – All Sites
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.

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, 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.

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.

3. Action Plan – Salford

Aim Current Good Objectives Action to be Taken Date Success Criteria Practice

1. Increase access to Differentiated Review accessibility of Review of SoW and April SoW and MTPs the curriculum for curriculums for all curriculum LTPs 2025 evidence differentiation students with students Reader pens available; Staff awareness and scaffolding additional needs Resources tailor- SENCo trains staff and campaigns throughout Reader pens in use; created to suit students the academic year students articulate thei bespoke needs Improve knowledge of Gather views of all usage Access resources: disability and individual stakeholders Stakeholder views reading pens, needs across the site Active student and collated and actioned coloured overlays, parent/carer voice Staff training records coloured paper Ongoing CPD: disability maintained Curriculum awareness, SEND, Access arrangements progress tracked need-specific training evidenced for all students SENCo knowledge SMART targets set updates on access IPP files in place arrangements

Aim Current Good Objectives Action to be Taken Date Success Criteria Practice

2. Improve and The environment To ensure students and Audit of procedures to Feb Audit complete and maintain access to at Salford is parent/carers are fully ensure these match the 2025 / offer represents the physical adapted to the informed about the school's offer Ongoing accessibility policy environment needs of students accessibility at Salford Maintain access routes Maintained routes as required. Where based on the current specific to Salford evidenced with photo physical needs physical building. Access ramp / level record cannot be fully entry maintained Emergency access met this is stated routes documented in Emergency access during site risk assessment routes kept clear consultation. Accessibility audit completed termly by site lead

3. Improve the Internal signage Information to be All documents available Ongoing Progress of students delivery of Large print accessible to all school in alternate formats on with information to pupils resources as users. All documents request communication/sensor with additional required available in alternate Meetings to include needs evidenced needs Accessibility tools formats as required. translator/sign Feedback from in Office 365 language interpreters students, parents and Use of video/audio as required carers as well as written Communication with Requests for alternative text families adapted to formats recorded and Letters/printed individual needs actioned materials on coloured paper specific to student needs VI/HI/Sensory Team involved where relevant

3a. Physical Environment – Photo Evidence The following photographs document the current physical accessibility features at this site:

Feature Photo Evidence

Front Entrance Main EdStart Schools front entrance with signage and ramp access from car park

Front Entrance Approach Car park approach to front entrance showing pedestrian walkway marking and stepped access

Front Steps / Ramp Detail Close-up of front entrance steps with handrails on both sides

Feature Photo Evidence

Rear Ramp (Reception) Rear access ramp with handrails leading to reception door

Male Toilets (Ground Floor) Ground floor male staff toilets with clear signage

Female Toilets (Ground Floor) Ground floor female staff toilets with clear signage

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
- SEND Policy
- Admissions Policy

6. Activity and Development a) Education and related activities Salford will continue to seek and follow the advice of Education services and of appropriate health professionals from the local NHS Trusts. The SENCo will lead on curriculum accessibility reviews each term and report to the Director of Education.

b) Physical environment Salford 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 Salford 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

Date July 2025