



At St Hilda's Church of England Primary School, we nurture children to become respectful British Citizens and achieve their potential. Together we unite to discover, value and develop the aspirations of each individual within a trusted, caring community.

Teach me knowledge and good judgement, for I trust your commands. Psalms 119:66

Aim

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 provide;
- 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.

At St Hilda's C.E. Primary School we continuously strive to ensure that everyone in our school is treated with respect and dignity and we place the child at the centre of the learning process. Every person in school is given fair and equal opportunities to develop his/her potential regardless of race, gender, sexual orientation, gender reassignment, ethnicity, culture, religious background, additional needs or disability.

St Hilda's C.E. Primary School has high expectations and aspirations for all pupils and expects them to participate in, contribute to and achieve success in all aspects of school life. We are committed to equal opportunities for all by removing any potential barriers to learning.

Our school aims to ensure that all aspects of school life are equally accessible to everyone and that reasonable adjustments are made for all individuals with disabilities. These members of our school community will be able to participate, contribute and achieve with full inclusivity.

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

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including:

- pupils;
- staff;
- governors of the school;

Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Advice 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.

Action Plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a SEN and/or disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Liaison with external agencies provides regarding curriculum adaptation. Annual review of Care Plans or when needed. Researching and planning for trips in advance.	To ensure alternative methods of recording are available for identified pupils.	Provide specialist training and advice for staff.	K Graham	July 2026	Identified children will access alternative methods of recording. As a result, they will make progress across the curriculum.
		To investigate alternative methods of communication.	Seek advice from external agencies.	K Graham	July 2024	
		To effectively implement alternative methods of communication.	Training as and when necessary.	K Graham	July 2025	

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Behaviour provision plans, where necessary.					
Increase access to the curriculum for INA/EAL pupils.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Liaison with external agencies provides regarding curriculum adaptation. Annual review of Care Plans or when needed. Researching and planning for trips in advance. Behaviour provision plans, where necessary.	To consider how all resources in classrooms are accessed by pupils identified as INA or EAL. To review working areas. To provide a settled transition into school.	Audit of resources. Annual audit of classrooms and resources. Robins Class INA assessments	K Graham Class teachers K Graham Class teachers SLT K Graham	July 2024 Annually July 2024	All pupils will be able to access all resources. All pupils will be able to access all resources. Children new to English will have developed a functional level of language.
Improve the delivery of information to pupils with a sensory impairment.	Our school uses a range of communication methods to ensure information is accessible. This includes: •internal signage; •large print resources; •communication system for pupil with Hll •pictorial or symbolic representations; •adaptations made according to pupil need; - task cards; •use of Chewelry	To increase staff awareness of the needs of pupils with a sensory impairment. To ensure all staff members know how to use specialist equipment correctly. To understand pupil's specific needs and aspirations.	External agency training. Pupil voice Sensory needs audits HI Team training. Pupil voice	K Graham K Graham Class teachers K Graham	July 2024 Ongoing July 2025	Teaching will continue to be high quality. All pupils with sensory needs will be able to access provision.

Monitoring

This document will be reviewed every **three** years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives
- Disabilities and Special Educational Needs (SEND) Report
- Supporting pupils with medical conditions policy SEND Policy

➤ Links to Oldham Council Local Offer and other Partners

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (SEND) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



[co.uk](http://pointoldham.co.uk)

Parent Forum

SEND IASS

<http://iassoldham.co.uk>



Family Information Service

https://www.oldham.gov.uk/info/200534/family_information_service



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