



Salford Priors CofE Academy

Accessibility Policy

Document Date: November 2025

Together, pursuing life in all its fullness



Salford Priors CofE Academy

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GROWING in hope and courage
THRIVING in light and harmony

Review frequency	Every 3 years,
Document date	November 2025
Next Review date	November 2028

The electronic version is the definitive version of this document.



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Introduction

As a Church of England Academy, we seek to inspire and empower every child and adult to grow academically, socially, morally, and spiritually. We do this in the knowledge that each person is loved by God, safe, and valued within our school community. Christian values are not simply taught; they are woven into the fabric of our curriculum, our relationships, and our wider ethos — preparing every pupil to become the very best they can be.

Aims

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.

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.

This Accessibility Plan will take into consideration all types of disabilities and impairments, including, but not limited to the following:

- Ambulatory disabilities – this includes pupils who use wheelchairs or mobility aids.



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- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments or sensitivities.
- Auditory disabilities – this includes those with hearing impairments or sensitivities.

Comprehension – this includes those with hidden disabilities, such as Autism and Dyslexia.

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 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

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher.

Links with other Policies

This accessibility plan is linked to the following policies and documents:



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- Child Protection and Safeguarding policy
- Health and safety policy
- Equality statement
- SEND policy
- Intimate Care Policy
- Admissions Policy

Appendix

Accessibility Plan