



Mytham Primary School

Accessibility Plan



Reviewed by:	Stacey Burke	Date: 17 th May 2026
Approved by:	Mytham Full governors	
Next review due by:	May 2029 or sooner in accordance with legislation	

LEGISLATION

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

OUR AIMS

All 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, and the facilities within school.
- Improve the availability of accessible information to pupils with disabilities

Mytham's aims are to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.



At Mytham, we believe that every child has an entitlement to develop their full potential. Educational experiences are provided, which develop pupil's achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all.

Mytham aims to;

-Instil a 'Pride in being British' and teach our pupils values to enable them to be respectful citizens in modern Britain; tolerance, respect, cooperation, appreciation and responsibility.

-Promote community cohesion and good citizenship, equipping children for their future role in a diverse society -create a happy, nurturing, safe environment where all are trusted, respected and valued.

-Provide a stimulating environment which enables students to be active, enquiring participants in their learning -deliver a personalised and creative curriculum which inspires and enables pupils to achieve their potential

-Cultivate a 'can do' culture where confidence and positive self-esteem are valued

-Give pupils opportunities to communicate, listen and collaborate with each other enhancing their ability to forge strong relationships

-Work in partnership with children, their families, governors, extended services and develop links in the community.

-Help pupils understand and have respect for the school environment and local community.

-Promote healthy living including informed choices about diet and exercise

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, and this has been agreed with the school's governing body.

SUPPORTING OUR SCHOOL COMMUNITY

Mytham has a large staff team and around 365 children on roll, including Little Stars Nursery.

A significant number of our pupils, and some members of our staff have a wide range of medical, physical and cognition/ learning needs. These needs or conditions include:

-Asthma

-Autism

-ADHD

-Muscular conditions

-mobility needs

-Hearing loss/ deafness

-communication & language needs

-Diabetes

-Severe allergies

-cognition and learning needs

-Dyslexia

-Dyspraxia

Mytham makes any needed adaptations we possibly can to ensure our school grounds, workplace and curriculum is fully inclusive.

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the senior leadership team.

It will be approved by Mytham's governing body.

LINKS WITH OTHER SCHOOL POLICIES

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

- Risk assessment policy
- Safeguarding policy
- Health and safety documentation and policy
- Equality policy
- SEND policy
- First Aid & Medical documentation and policies

ADAPTIONS FOR LEARNING/ COGNITIVE NEEDS

You can find out more about how we meet the needs of all of our pupils with cognition and learning needs within our school SEND policy and the school's Teaching and Learning Handbook. These documents outline school's approach to meeting the needs of all pupils through adaptive teaching practice and the careful consideration of the provision that we provide. Please contact school or visit the school's website to find out more information.

We also work alongside a number of external agencies to ensure a multi-agency approach, ensuring the best possible outcomes for pupils. These agencies include:

- Behaviour Support Service
- School nursing service
- Ladywood Outreach
- Educational Psychology
- Mental Health in Schools Team
- Speech and Language Therapy service
- Health Visitors

Mytham ensures parent partnership is placed at the heart of our practice. Mytham implement Bolton's Framework for Action to ensure the needs of all of our families are met; at a universal, preventative, early help or statutory level. Please see school's safeguarding policy for further information.



AIM	CURRENT BEST PRACTICE	FURTHER ACTIONS REQUIRED	OUTCOMES	PERSON(S) RESPONSIBLE	TIMEFRAME
Classrooms are inclusive and accessible	<ul style="list-style-type: none"> -classroom doors are wide enough to accommodate standard wheelchairs and walking frames/ aids. -classrooms are clutter free to enable individuals to manoeuvre without obstructions -fire exits are kept clear -furniture (such as tables and chairs) can be moved to create further space or walk-ways -regular fire safety checks completed by site manager. -adapted furniture e.g chairs can be purchased/ hired with support from external agencies e.g occupational health. -items for pupils are kept at pupil height. -calm/ neutral displays and working walls wherever possible -resources clearly organised and labelled -Carpets have short pile making it possible for wheelchairs/ walking aids to be pushed with ease. -Banks of laptops/ I-pads are available for use by pupils when needed. 	<ul style="list-style-type: none"> -Continue to monitor classrooms regularly for unnecessary clutter/ furniture. -continue to monitor classroom learning environments to ensure they meet the needs of pupils. -Continue to monitor the flooring to ensure no tears/ ripples create trip or accessibility hazards. 	<ul style="list-style-type: none"> -individuals feel welcome at Mytham -Individuals can access the full curriculum -Mytham ensures adapted practice impacts pupil outcomes positively. -Individual pupil needs are met at all times. -EHCP and provision map targets are met. 	Senior leadership team Site team SBM Wider staff team	ongoing
Entrance to school is accessible to all	<ul style="list-style-type: none"> -main school entrance is accessed by a flat, tarmacked walk-way. -automatic doors to school entrance with disabled release button available. -entrance to office area has a wide doorway and large floor space to support use of mobility aids and wheelchairs. 		<ul style="list-style-type: none"> -All individuals can gain access to the school office with ease. 	Senior leadership team Site team SBM	NA

	<ul style="list-style-type: none"> -Large fish-tank is soothing and calming. -low level reception hatch 				
Toilets are accessible to all	<ul style="list-style-type: none"> -toilets available both upstairs and downstairs. -easy-lock mechanisms on toilet doors to support dexterity issues -sinks are low enough to be accessed by individuals using mobility aids -disabled toilets available upstairs and downstairs -no steps at entrance to toilets -school lift enables access to disabled bathroom upstairs 	<ul style="list-style-type: none"> -ensure disabled toilets do not become cluttered via ongoing monitoring. -a portable hoist/ grab railings/ further adaptations would need to be considered to meet needs of members of the community if this is ever required. -continue to check and service lift regularly. -Training to be given to new individuals on how to use the lift safety when needed (site manager). 	<ul style="list-style-type: none"> -hygiene and personal care needs of all individuals are met -Mytham has inclusive facilities which meet the needs of all pupils/ staff/ visitors. 	Senior leadership team Site team Wider school staff team SBM	
Outdoor spaces (including playgrounds) are accessible for all	<ul style="list-style-type: none"> -Key stage 1 and key stage 2 playground are flat and level, enabling access for all. -Ramp and hand railings available at entrance to KS2 playground to support use of mobility aids. -playground is tarmacked created firm, smooth surface to aid mobility -Reception outdoor area has a side ramp and pathway to access top area. -Walk ways around the perimeter of school are flat and flagged for good accessibility. -Equipment trolleys/ lunch box trolleys are movable and can be 	<ul style="list-style-type: none"> -KS2 playground surface needs sections to be repaired to improve accessibility further. -continue to monitor the pathing slabs in Jessica's Garden and walkways around school to ensure they are in a good condition. -further adaptations would need to be made to grassed areas of accessibility was to be needed for those with 	<ul style="list-style-type: none"> -All pupils can enjoy outdoor play at lunch times and break times -families can gain access to all entrance points around school at drop off/ pick up times -individuals are able and safe to use mobility aids to move around the outdoor areas. -All pupils can exercise and engage in physical activity. 	Senior leadership team Site team SBM	Ongoing

	<p>placed in areas accessible to all individuals.</p> <ul style="list-style-type: none"> -Edges of steps/ trip hazards are highlighted with yellow or white paint for increased visibility. 	<p>physical needs. At the moment, school does not require this.</p> <ul style="list-style-type: none"> -site team to continue to re-fresh painting when this is required. 			
Easy movement around the corridors within school is possible by everyone	<ul style="list-style-type: none"> -all corridors are wide enough for wheelchairs/ mobility aids to be used. -Corridors are flat, improving safety. -Carpeting has short pile, making trips/ falls reduced -school aim to keep corridors clutter free. -staff and pupils know to walk at the wall side of corridors to easing traffic flow and improve mobility. -lift available. -Calm music is piped around school via the internal sound system -fire-doors can be pinned back –auto-release mechanism during emergencies. -emergency lighting installed throughout corridor areas. 	<ul style="list-style-type: none"> -personal risk assessment would need to be considered for individuals in the event of a fire/emergency to ensure mobility is possible during event where all corridor doors close automatically/ lighting is dimmed/ lift becomes out of use. 	<ul style="list-style-type: none"> -whole school building is accessible to all individuals -Corridors are welcoming and calm spaces -corridors are safe at all times. 	<p>Senior leadership team</p> <p>Site team</p> <p>SBM</p> <p>Wider staff team</p>	
Spaces dedicated to targeted work with pupils or meetings for families	<ul style="list-style-type: none"> -Breeze room is on the ground floor, accessible via a number of entrances. There is a door leading directly to outside footpath. The Breeze room is large enough for mobility aids to be used. It can provide a calm space/ confidential space for use e.g health assessments, early help/ EHCP meetings, pastoral work. -Compass Club is positioned on the ground floor and opens out onto the KS2 playground, allowing accessibility via ramp and main side entrance to 	<ul style="list-style-type: none"> -continual monitoring of spaces to ensure they remain tidy and clutter free, improving accessibility. 	<ul style="list-style-type: none"> -Mytham provides an inclusive environment meeting the needs of all individuals -Mytham has the capacity to carry out 1:1 or small group targeted/ intervention work, meeting pupil targets or individual needs. -Meeting times are private and protected. -Pupil medical needs/ assessment needs/ learning needs are met consistently. 	<p>Senior leadership team</p> <p>Site team</p> <p>SBM</p> <p>Wider staff team</p>	ongoing

school. This room is large enough for mobility support equipment to be used and provides a calm and relaxed space for pupils and families for direct work, group work or meetings.

-Sunshine room is a small sensory space available near the school hall (ground floor) This space is a safe space that can be used for sensory regulation and children who are experiencing emotional crisis. Sensory items are often placed in here, along with soft furnishings. It is close to toileting facilities.

-The learning bay is positioned in the upstairs corridor. It provides a break-out working space for targeted work with pupils to be completed. It can be accessed via stairs or the school lift.

-An area has been created in the staff lounge that is multifunctional. The curtains can be closed around it to minimise distraction or increase privacy. It has access to a large whiteboard for meetings with professionals.

-The calm zone in the UKS2 corridor (upstairs) provides a space for pupils to emotionally regulate. Equipment can be taken in and out of this space as required. It is low stimulus and close to neighbouring classrooms and toilets.

Staff lounge is fully accessible to staff and visitors	<ul style="list-style-type: none"> -Positioned on ground floor -Doorway wide enough for standard wheelchairs or mobility aids -no steps upon entrance to staff lounge. -Large floor space enables ease of movement and manoeuvre. Alternative seating options can be provided. -sink, dishwasher & fridge easily accessible. -Hot water tap available, but kettle can be plugged in for wheelchair users to reach. -Area is kept clutter free and organised. -Staff displays with information to support wellbeing and mental health. 	<ul style="list-style-type: none"> -continual monitoring to ensure furniture/ kitchen appliances is in good state of repair. -Regular PAT testing for all appliances/ electrical items. -continual monitoring to ensure space is kept tidy and clutter free -continued use of dishwasher rota to ensure sink area is kept clutter free. 	<ul style="list-style-type: none"> -Staff lounge is a welcoming and accessible space - it provides a space for comfort and respite for all, supporting wellbeing. -Staff and visitors have a safe space for make drinks/ eat. 	<p>Senior leadership team Site team SBM Wider staff team</p>	ongoing
Carpark is fully accessible to staff and visitors	<ul style="list-style-type: none"> -Carpark is flat and tarmacked. -Entrance gates are wide enough for a standard wheelchair/ mobility aids -disabled car parking spaces are available for use. -clear carpark lines support ease of parking for all. -responsible parking is encouraged to ensure it is available to disabled guests. -clear signage outside entrance to school to discourage dangerous parking by members of the school community or public. -Large carpark available across the road from school. This is accessible by flat footpaths and zebra crossing with dropped kerbs. 	<ul style="list-style-type: none"> -ongoing monitoring of carpark use by site team. -re-painting carpark markings when this is required. 	<ul style="list-style-type: none"> -all individuals can gain access to school site -Mobility needs do not create a barrier to attending Mytham -Improved safety for all. 	<p>Senior leadership team Site team SBM Wider staff team</p>	ongoing

School hall is accessible to all.	<ul style="list-style-type: none"> -hall is accessible via wide double doors (internal) or wide fire doors external – accommodating wheelchairs or mobility aids. -flooring is flat and well maintained -large space for ease of movement. -lunch time serving hatch is low-level -alternative seating/ table can be provided for lunch time arrangements for specific pupils. -hall is kept tidy and clutter free -large PE store and separate storage for lunch tables keep hall from over-crowding. -Cleaning kit and hazard signs for wet surfaces/ spillages used at all times. 	<ul style="list-style-type: none"> -continue to monitor for clutter/ overcrowding. -continue to monitor for spillages/ slip hazards. -consider if any existing furniture is needed in the hall or could be placed in storage. Re-homed. 	<ul style="list-style-type: none"> -full engagement in the Mytham curriculum and school day, including assemblies, PE lessons and lunch times. -ensure accessibility to visitors/ families attending assemblies and meetings in the hall, improving working partnerships and parental engagement. 	<p>Senior leadership team</p> <p>Site team</p> <p>SBM</p> <p>Wider staff team</p> <p>Lunch time supervisors</p> <p>Sports coaches</p>	ongoing
Use of a total communication approach	<ul style="list-style-type: none"> -Mytham is committed to supporting the communication needs of all children. We use a total communication approach to support pupils who may be non-verbal or presenting with significant delays. Our total communication approach includes spoken word, PECS symbols and ALD boards, signing, objects of reference and hand over hand guidance as required. -School recognise that some pupils and families may speak other languages. We use our school preventative offer (EAL offer) to support pupils and families. We also work alongside ACIS for families who are international new arrivals and require additional support to access school services. -We work with external services, such as Speech & Language Therapy and 	<ul style="list-style-type: none"> -continue to assess individual pupil/ family needs and provide appropriate support to communicate. 	<ul style="list-style-type: none"> -All children are heard and understood -all children have an effective means of communication -inclusive approaches -all families, including those who have English as an additional language, have their needs understood and supported. 	<p>Senior leadership team</p> <p>Class teams</p> <p>Office team</p>	ongoing

	Woodbridge to support the communication needs of all pupils.				
Calm & accessible classrooms	<p>-we recognise that all children need a calm learning environment, but this is especially important for pupils who may be neurodivergent.</p> <p>-Classrooms are decluttered and labelled well so pupils can find things easily.</p> <p>-classrooms use pastel coloured backing paper on displays to support dyslexia and other needs of pupils</p> <p>-fonts used in lessons/ displays must be dyslexia friendly.</p> <p>-classrooms use visuals as a key part of routines and learning to ensure the approach is universal and supports all children. We use Widgit as our preferred platform for signs and symbols to support understanding.</p> <p>-use of individual visuals and approaches compliment quality first teach for pupils that require that additional layer of support.</p> <p>-classrooms are equipped to meet their needs of specific groups of pupils. This may include the use of sensory circuits, calm corners, fidget resources and more.</p>		<p>-reduction in cognitive load for pupils</p> <p>-pupils feel calm</p> <p>-pupils can be independent</p> <p>-pupils can access the lessons and learning environment</p>	Class teams	Ongoing

Appropriate adjustments will made be made accordingly in order to meet any specific needs when children or staff members with disabilities join the school community.