



FARINGTON MOSS ST. PAUL'S C.E. PRIMARY SCHOOL

SCHOOL ACCESSIBILITY PLAN: Governing Body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

September 2026-2027

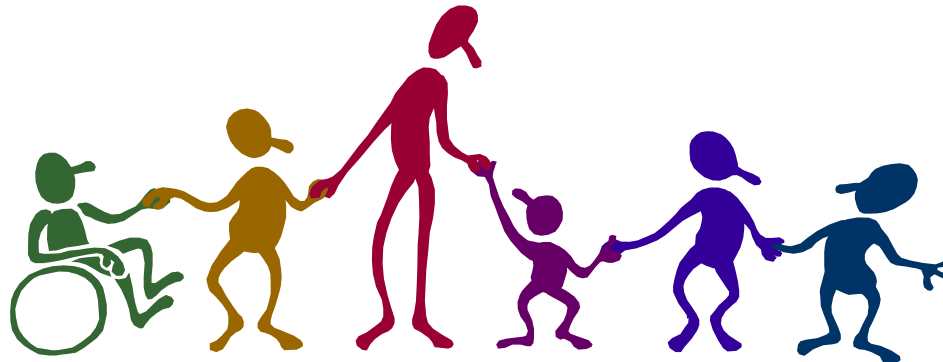
Signed:

Headteacher: James Eccleston

Signed:

On behalf of the Governing Body

Proposed Review Date: September 2027



At Farington Moss St. Paul's CE Primary school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan sets out the proposals of the school to increase access to education for disabled pupils and for staff, governors, parents and visitors. It contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include: class dojo handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame using a dyslexia friendly font.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Health & Safety (including off-site safety)
- Special Educational Needs and Disability (SEND) & Single Equality Policy
- Positive Behaviour Policy
- School Improvement Plan
- Supporting Pupils with medical conditions and administering medication policy

		TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
CURRICULUM ACCESS	1.	Training for staff to meet needs of disabled pupils & specific needs of pupils	an evaluation of pupil need specific training would be accessed. e.g. Phonics training for new TA's. raining for SENCO	Staff more able to meet needs of disabled pupils.	On-going as staffing changes/as required	Training for Teachers &TA's completed at Hillside Supporting Looked after Children, Supporting Children Speech & Language, SEMH provision.
	2.			Easier movement around		

		Future furniture & resources taking into account a trauma informed approach to the school environment	Room layouts give improved 'movement' for disabled pupils. Purchase from within furniture allowance. Locate reading areas outside of the classroom to provide space. Reduce storage cupboards wall displays	classrooms. Provision of suitable work stations Provision of suitable dining facilities Provision of toilet step & seat	On-going as required by pupils on roll and their needs	New furniture in place for specific pupils. E.g. High Chair for pupil in reception class
	3.	We use resources tailored to the needs of pupils who require support to access the curriculum	SENCO/class teachers to purchase items to meet the needs of specific pupils e.g. Augmentative and alternative communication (AAC's,) for e.g. Visual Communication: Using visual aids like charts, symbols, or photographs to convey messages. Electronic AAC: Devices that provide voice output, such as speech-generating apps or communication boards. Sign Language: Using sign language to communicate, which can be a form of AAC for individuals who are deaf or have speech difficulties. Bucket Time resources include sensory-rich items, planning guides, and activity kits designed to support the Attention Autism approach for developing attention, communication, and social skills.	Inclusive access to the curriculum	On-going as required by pupils on roll and their needs	Purchases include iPads laptops to support children with fine motor skill difficulties, I-pads Exercise balls for pupils with poor muscle tone. Writing slope purchased to support pupils with poor upper body strength. Sensory Toys. Picture Exchange Communication System (PECS) in place.

		TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS TO INFORMATION	1.	Ensure alternative form of written information is available.	Recommend e-mail and class Dojo communication for all parents at the new intake meeting and in Newsletters. Annually update the Data information sheet. Make SEND information report/ policy and local offer available on website. Provide information in parent friendly form using dyslexia friendly font School staff to help parents to access information and complete school forms as required. Provide suitably enlarged, clear print for visually impaired parents	If needed can provide information in a range of formats.	On-going as needed	All electronic achieved for governor. Parent mail test message/e-mail system Monday Memo All governors use the Governor Hub system. All governors are contacted by e-mail. Parent/carers communication in place by Class Dojo.
	2.	Communicate regularly with parents to evaluate provision and future needs	IEP's emailed to parents for their views prior to parent consultations – discussions with class teacher take place and plan is finalised. Liaise with SEND and parents	Parents/ carers and school staff are well informed of the child's requirements	Daily communication Annual reviews	
	3.	To support parents and children in the transition to secondary education or next educational setting	Teachers & TA's to visit educational settings and support pupils with transition. Visits from Reach behaviour to support pupils with additional needs/disabilities	Parents are supported in the decision making process	As required	