



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 2025-2026

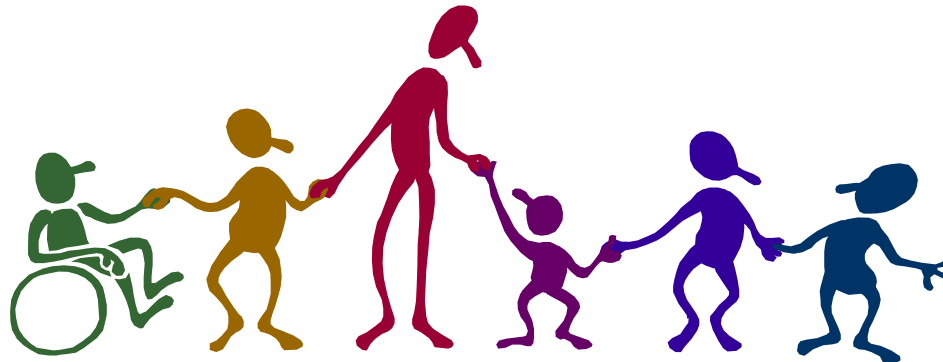
Signed:

Headteacher: James Eccleston

Signed:

On behalf of the Governing Body

Proposed Review Date: September 2026



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. To be aware of the access needs of disabled pupils, staff, governors, parents & visitors we will use new pupil and staff questionnaires on starting school or recruitment and/or meetings with the relevant personnel.

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 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.

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
- Behaviour & Discipline
- 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	Following pupil progress meetings and an evaluation of pupil need specific training would be accessed. e.g. Phonics training for TA Additional Training for new 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 (Autistic support, Team teach (positive handling), Supporting Looked after Children, Supporting Children with Down's Syndrome & Speech & Language provision.

	2.	Future furniture & resources purchases to take account of needs of disabled if necessary.	Room layouts give improved 'movement' for disabled pupils. Purchase from within furniture allowance. Locate reading areas outside of the classroom to provide space	Easier movement around 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.
	3.	Specific resources to meet the needs of disabled pupils	Co-ordinators/class teachers to purchase items to meet the needs of specific pupils e.g. Listening station, malleable materials	Easier access to national curriculum.		Purchases include 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. PECS in place.

		TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS TO INFORMATION	1.	Ensure alternative form of written information is available.	Recommend e-mail communication for all parents at the new intake meeting and in Newsletters. Ask parents to give school current mobile phone numbers for texting. Annually update the Data information sheet. Annually review the Communication policy	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 All governors use the school portal. All governors are contacted by e-mail. Parent/carers communication in place by text and partially e-mail.

			Make SEND information report/ policy and local offer available on website. Provide information in parent friendly form. School staff to help parents to access information and complete school forms as required. Provide suitably enlarged, clear print for visually impaired parents			
	2.	Communicate regularly with parents to evaluate provision and future needs	Home-school diary Educational, Health care review meetings. TAF meetings	Parents/ carers and school staff are well informed of the child's requirements	Daily communication Annual reviews	Home school diary well established.
	3.	To support parents and children in the transition to secondary education or next educational setting	Liaise with SEND and parents Teachers & TA's to visit educational settings.	Parents are supported in the decision making process	As required	