

South Failsworth Primary School

‘Inspiring and Creating Lifelong Learners’



Accessibility Plan 2026 - 2028

Approved by the Governing Body:

Review date: October 2028

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how South Failsworth Primary School intends, over time, to increase the accessibility of our school for disabled pupils. South Failsworth Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Policy
- Health and Safety Policy
- Special Educational Needs and disabilities Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan/ Suitability Survey
- Medical Policy

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how South Failsworth Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-25. It is reviewed annually.

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Section 2: Aims and objectives

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

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The table below sets out how the school will achieve these aims.

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken		<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success criteria</i>
To improve provision for pupils with SEND.	Audit Training	Audit of experience, training and confidence and CPD needed.	SENDCo	Sept 2022 And ongoing yearly	Audit Training and support SEND Governor meetings / audits Information shared at Governor meetings and school council meetings.

To improve access to the curriculum using ICT.	ICT	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.	SENDCo	Sept 2023	Evidence of ICT equipment and resources being effectively used in lessons.
		Training in Clicker for key staff. Nesy learning on all SEND computers/ ipads. Differentiated maths and literacy programmes. Lexia for PP and SEND support.	SENDCo	March 2023	
		Develop a bank of SEND appropriate apps and websites to support learning. Bank of iPads available for use in classes.	Class teachers and subject leaders SENDCo and IT Technician	ongoing	SEND pupils learning supported through IT Use of a multisensory approach Adaptive software used to overcome barriers to learning.
To improve the progress and participation for pupils with sensory and or physical difficulties.	Pupils one page profiles.	SENDCo with class teacher to develop pupil profile	SENDCo/Teachers	Annually	Pupil profiles
	Develop fine motor and gross motor groups across school if as necessary.	Speed up handwriting.	SENDCo/TAs	Ongoing	Provision map and observations
	Monitor extracurricular activities.		Sports Lead	Annually	Good quality provision in place
	Individual Health Care Plans.	Site manager to ensure school grounds are accessible.	SENDCo	Annually	
	To review steps around school and markings.		Site manager	ongoing	Markings on step. Safe accessible site.
			Support staff	ongoing	Evaluation of first

	STEP Support and advice sought from the sensory team including HI and VI team.	Staff trained to deliver daily online programme to individual pupils. SENDCO to Co-ordinate	SENDCO		cohort after 24 months of programme Adaptions made to teaching and classrooms to support the needs of children with HI and VI.
To ensure smooth transition of all pupils with SEND	Meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Pupil profiles. Transition of information to secondary and visits. Meetings with secondary staff EYFS home/preschool visits. Additional transition visits. Individual transition booklets.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Written annually Secondary SEN days	Class teacher SENDCo SENDCo SENDCo EYFS Support staff Support staff	Annually Summer term annually Annually Annually As required As required	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Pupil profiles in place. Meetings timetabled Meetings timetabled. Visits timetabled. Booklets in place.
To improve the progress and participation / for pupils with cognition and learning difficulties.	Staff training on HQT and differentiation/scaffolding to support additional needs. QEST support. Educational Psychologist	Drop ins and Training for all staff.	SENDCo QEST SENDCo	Ongoing October 22 ongoing	Evidence in lessons.

	Inclusion North Portal. Initial concern forms. Class SEND audits.	Staff can do a request for support form outlining the provision they have provided so far, what has worked, what hasn't worked.			Request form submissions and support offered
To improve pupil voice for children with SEND at school	SEND pupils to be on school council. Signposting to SALT drop in sessions. Pupil voice through interviews and questionnaires.	School council. Tas to support younger pupils to fill in pupil voice.	School council lead SENDCO	Autumn 2022 2x per year	SEND pupils on school council
To improve the progress for children with identified communication and language difficulties	Children Wellcomm assessed on entry. Identified staff to attend appropriate training for needs.	Deliver 1-1 therapy to identified children.	Support staff	Summer 2023 Ongoing	Provision map Appropriate SALT programmes delivered.
To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	Review learning mentors support for children with MH difficulties and adapt as required. Signpost parents to support Staff trained in EEBP therapies. Continuation of Apple and Zippy to KS1 and KS2. Mind sessions for identified children. Mindfulness sessions – belly buddies introduced throughout school.	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENDCo social group in KS1	Mental Health Learning mentor, SENDCO Safeguarding lead SENDCo	Fortnightly meetings As and when needed Autumn 2024	Provision maps and EEBP recording. Observations O Track

	Development of the Blue Room as a social, emotional and mental health area				
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