



ACCESSIBILITY PLAN

2024 – 2027

Accessibility Plan

School Ethos, Vision & Values

Farnworth Church of England Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

Farnworth Church of England Primary School is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment.

At Farnworth, we all grow together and we have a voice. As a faith community, we are inspired by God to be our best – to be good people who see and celebrate the goodness in others too. Our gifts and talents are nurtured and we are all valued and cared for in a community filled with love and the hope that as followers of Jesus, we can bring his light to the world. Here we learn, laugh and love as our lives are shaped by our values, our faith and our experiences together. Ready for the journey ahead.

'If we walk in the light as He is the light, we have fellowship with one another. 1 John 1:7

The Equality Act 2010 makes it unlawful to discriminate against anyone because of a mental or physical disability. The school will not tolerate any harassment of or discrimination against disabled persons.

What do we understand by “disability”?

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

(a) He or she has a physical or mental impairment, and

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

The General Duty

The school will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in school life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.



Farnworth CE Primary School Community Primary School

Action Plan to Promote Disability Equality 2024 – 2027

Area 1: Accessing the Curriculum					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion – September 2024	To ensure that children with a disability transition in to, within and from Farnworth CE in accordance to their needs	EYFS & Year 6 class teachers and SENDCo to meet with incoming and out going SENDCos from the various settings. All staff to have handover meetings to discuss identified children's needs.	All children with a disability will experience an effective transition	All staff	
Medium term Completion – February 2025	To ensure that children with a disability have equal access to all areas of learning	Class teachers, subject leaders and SENDCo to monitor the curriculum offer in all subjects Staff training for identified needs	All children will engage in an enriched curriculum adapted to meet their needs as appropriate.	Class teachers, subject leaders and SENDCo	
Long term Ongoing	Ensure all staff receive relevant training to meet the needs of our school cohort	Identify needs within school and the school community and arrange training as needed	The needs of all within the school community will be met	SENDCo and Headteacher	

Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion – October 2024	Audit of physical environment in relation to access by pupils/parents/carers with an identified disability	Ensure the 'quiet space' is safe for children to access and resources available	All pupils understand that pupils can use the quiet space appropriately during times of high anxiety to balance their emotions so that they can return to class.	SENDCo and SLT	
Medium term Completion – February 2025	To provide pupils with a safe space for times of high anxiety. The school is aware of the access needs of pupils, staff, governors, parents/carers and visitors with disabilities.	To create access plans for individual disabled pupils as part of the Support Plan process (when required). All staff are aware of staff, governors' and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	To continuously develop the school grounds to suit the evolving needs of visitors and cohort.	SENDCo, teaching assistants	

Long term Ongoing	Ensure that all areas of the school environment meet the needs of all people accessing the school building, including out of school hours activities.	Ensure regular inspections of the school building and grounds are undertaken and that effective communication takes place with outside agencies hiring the school facilities	All people will be able to access the school and grounds in accordance with their needs	SLT, Site manager, SBM	
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Area 3: Access to information					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Autumn term 2024	Ensure School Prospectus is reviewed and updated annually.	Update school prospectus to reflect current staffing	All persons seeking information will have access to accurate, up-to-date information	SLT	
Medium term Summer 2025	To ensure that the school website is accessible to people with SEND.	Audit of school website to ensure information is easily accessible	Website is accessible to all	SLT	
Long term Ongoing	Offer newsletters and other school information in large print if requested.	When requested, ensure the needs of the requester are met	All people wishing to access information can do so in a format that meets their needs	SLT	