
Learn Today for Tomorrow's Success



Fallings Park Primary School

Fallings Park Accessibility Plan Summer 2025 to 2028

2025-2028

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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.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

At Fallings Park:

We are committed to providing an 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.

Fallings Park plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The School is required to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in afterschool 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Improving access to the physical environment of schools. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

Ensure Best Access to the Curriculum				
Target	Action	Persons Responsible	Success Criteria	Time Scale and Resources

<p>1. All teachers use adaptive teaching methods to support the delivery of the curriculum appropriately for the pupils in a whole class setting.</p>	<p>Ensure adaptive methods are used at planning level according to ARE and disability need.</p> <p>Year Leaders to ensure consistency of planning and adaptive teaching methods across classes.</p>	<p>Class Teachers and Year Leaders</p>	<p>All pupils engaged in appropriate relevant activities.</p> <p>All in-class and targeted support used well.</p> <p>Resources well used to support learning.</p> <p>Appropriate, SMART IEP targets being met by children. All pupils fully engaged in all relevant activities.</p> <p>Increased independence of all pupils able to use support plans independently as often as possible.</p>	<p>Commence Sept 2025</p>
	<p>Implement nurture group where appropriate when whole class teaching is not accessible.</p>	<p>Senior Leaders Teachers</p>	<p>SEND pupils make good progress – analysis of in year data.</p>	<p>Commence Sept 2025</p>
	<p>Marking and Feedback policy implemented, and access improved to account for all learning styles.</p>	<p>Class Teachers</p>	<p>The marking and feedback model allows pupils to talk about and act upon teacher feedback in the moment.</p> <p>Live marking used to support progress of all pupils. Senior Leaders/Year Leaders to interview and monitor through ‘pupil voice’</p>	<p>Commence Sept 2025</p>
<p>2. Improve access to full curriculum for all pupils</p>	<p>Involvement and support of outside agencies to share their expertise to ensure the needs of the child are catered for.</p>	<p>OT Physio SALT L Dunn W Mckinnon Outreach Inclusion Support</p>	<p>Pupils with disabilities are best able to access the full curriculum and reach their full potential.</p>	<p>Commence Sept 2025</p>

Ensure Best Access Written Information				
Target	Action	Persons Responsible	Success Criteria	Time Scale and Resources
1. Ensure best access to information contained in all written presentations	Include as a focus on work scrutiny at least once in the annual cycle of book scrutiny.	Senior Leaders VI support WCC	Appropriate font size, colour and style for those pupils with additional needs. Positioning of pupils is considered. Written presentations in hard copy or using IPAD according to pupil need.	Commence Sept 2025
2. Ensure best access to information and instructions on Smart Board.	Include as a focus during lesson delivery at least once in the annual cycle of teaching observation	Senior Leaders	SMART board presentations are readable by all pupils from all points of the classroom.	Commence Sept 2025

Ensure Best Access to the Physical Environment				
Target	Action	Persons Responsible	Success Criteria	Time Scale and Resources
1. Ensure all exits are secure and safe according to the age and development of pupils	New entrance to school allows access for all pupils and families. Nurture Room door handles altered to meet the needs of the pupils whilst in line with fire regulations		Pupils to be able to access school independently. Pupils able to circulate Nurture Room safely without undue supervision.	Commence September 2025

2. Ensure pupils can access a safe play space to develop skills	MUGA installed on the KS2 playground to support pupils access to a safe place.	SLT	All pupils able to access play safely.	Commence September 2025
3. Ensure pupils can access the outdoor space to support their well being	Nature Friendly Schools area/ Wildtribe sessions	SLT LT Teachers HLTAS	All pupils to be able to access the outdoor space to develop their wellbeing.	Commence September 2025
4. Improve accessibility to all learning areas for all pupils	Ramps located where appropriate so areas can be accessed easily.	SLT	All pupils can best access the school site.	Commence September 2025
5. Improve accessibility to the small hall	Door added to small hall to support access for all.	SLT	All pupils and families can access the small hall. Access to small hall and KS1/EYs made easier.	Commence September 2025

To be adopted at Curriculum and Standards committee meeting 9.25

Additional actions for physical environment to be identified on Governor Learning Walk.

Review September 2026.