



Aughton Town Green Primary School.

Accessibility Plan

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Aughton Town Green School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement and the SEND Code of Practice 2014. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Aughton Town Green Primary makes all children feel welcome irrespective of race, colour, creed or impairment.

1B: Information from pupil data and school audit

- The school has a small number of pupils with disabilities. The range of current additional needs includes: speech and communication, visual impairment, hearing impairment, dyspraxia, Autism, ADHD, moderate learning difficulties and dyslexia.
- The school has good physical access. Most of the classrooms, the corridors and entrances have hard flooring. When planning for building work access for pupils with disabilities is always a consideration. Flooring is chosen to contrast with the walls. Corridors and resource areas are kept free from clutter. Curriculum access is considered at planning stages by teachers and is often included in pupil profiles.
- Attendance among pupils with disabilities is in line with the rest of the school's population. There have been no exclusions for children with disabilities or additional needs.
- Pupils with disabilities participate in all aspects of school life: taking roles in school productions, after school clubs, team sports, choir, school council, visits and residential. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down and for those children who have difficulty copying from the board, information will be written down for them. The children have access to coloured whiteboard and overlays. Text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with staff trained to administer Epipens and inhalers.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils. Other school practices, like Assessment for Learning talking partners and the

PSHE programme encourage mutual support and partnerships between children.

- Outcomes for pupils with a disability are good. Children make expected or better progress over time.
- Disabled pupils participate fully in extra curricular activities and achieve well, singing in the school choir and taking part in the dance festival for example.

1C: Views of those consulted during the development of the plan

- Parents of children with disabilities are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of those pupils. Through parent meetings, for example, we identify any change in need and adapt accordingly. Understandably, parents of disabled children and those with additional needs are more anxious of their children's understanding of activities and need reassurance that needs are being met.
- School liaises closely with health professional such as Speech and Language, Visual Impairment team, the school nurse and Audiology to support children within school.
- Children with a range of disabilities are consulted as to the school's provision and ideas for future improvements. For example sitting near the front helps a child with a hearing or visual impairment.
- The school works closely with the LA to co-ordinate our plans with their accessibility strategy.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect disabled pupils to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Ensure new classrooms are fully accessible.
- Improve access to our Muddy Boots area for physically disabled pupils.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Should the need arise the school is able to tape information for pupils with visual impairments or learning difficulties and can provide pictures or symbols for pupils with communication difficulties.
- Parents and pupils will be consulted to determine preferences – this may take place at SEN Support Plan reviews, during parent teacher consultations or informal meetings.
- The school will become more familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.

3: Making it happen

3A: Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feed back consultation results to staff.
- The Access Plan forms part of the 3 year school development plan and as such will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who meets regularly with the SENCO.
- The plan will be evaluated annually, informed by discussions with disabled pupils, staff and parents and analysis of data on progress and attainment of disabled pupils.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching disabled children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of disabled pupils in school life.
- The Governing Body will report to parents on the school's accessibility plan via the school prospectus and the 3 year Development Plan. This will be linked in to other reporting requirements on the arrangements for admission

of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others and the facilities provided to assist access to the school.

3B: Getting hold of the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Through the school website: www.towngreen.lancsngfl.ac.uk

Signed:

Mr N Huxley

Headteacher

Mrs A Anderson

Chair of Governors

Plan drawn up by N Huxley (Headteacher)
N Earl (SENCo)

Accessibility Plan (February 2026 – March 2027),
(as required by the Special Educational Needs and Disability Act (SENDA) 2001, Special Educational Needs Code of Practice 2015 and with reference to the Equalities Act 2010.

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	<p>1. Ensure appropriate deployment of support staff.</p> <p>2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access</p> <p>3. Audit extra-curricular activities to ensure participation of disabled pupils.</p>	<p>NH & NE</p> <p>NH & SLT</p> <p>NE</p>	<p>Feb 2026</p> <p>March 2026</p> <p>March 2026</p>	<p>March 2027</p> <p>On-going</p> <p>On-going</p>	<p>Programmes of support.</p> <p>Staff lists.</p> <p>Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>Disabled pupils with full access to the curriculum.</p> <p>Analysis of clubs.</p> <p>All out of schools activities are planned to ensure the participation of the whole range of pupils.</p>
ii. physical improvements to increase access to education and associated services	<p>1. Ensure school is kept clutter-free – training for site supervisor.</p> <p>2. To develop access to Muddy Boots area for physically disabled pupils.</p>	<p>NH to oversee & all staff responsible</p> <p>NH, SLT & SG</p>	<p>March 2026</p> <p>March 2026</p>	<p>On-going</p> <p>On-going</p>	<p>School is accessible for all children to move around safely.</p>
iii. improvements in the provision of information in a range of formats for disabled pupils	<p>1. Consult with parents when necessary to provide information in the appropriate format.</p> <p>2. Seek advice from outside agencies when necessary in providing support for pupils.</p>	<p>NE & office staff</p> <p>NE</p>	<p>March 2026</p> <p>March 2026</p>	<p>On-going</p> <p>On - going</p>	<p>Parents/carers/ pupils able to access fully information.</p> <p>Advice available for both parents and staff regarding individual pupils.</p>