

Accessibility plan

Fairfield Primary School



Approved by: A Ruffell

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Last reviewed on: 12/10/2020

Next review due by: 12/10/2023

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Fairfield Primary School we endeavor to make all areas of the curriculum accessible to all pupils regardless of their disability.

We ensure that all pupils have access to school outings and residential regardless of disability.

We make reasonable adjustments to enable children with disabilities to have the same experience as other children. E.g. Children with Hearing Impairment are provided with equipment to support them in their learning and have access to an adult who will also support them.

If a child needs an adjustment to support them throughout the school – such as grab bars in toilets - these will be fitted to each area the child has access to.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the Head Teacher.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Short term:</p> <p>Review current resources (curriculum and wider resources such as library books)</p> <p>Identify any gaps and fill these.</p> <p>Medium term:</p> <p>Create further spaces/resources for pupils with additional needs (e.g. conversion of Drama Studio to classroom with accessible toilet)</p> <p>Long term:</p> <p>Consider investment in resources (e.g. sound field) that could benefit all children <i>and</i> help prepare us for children with specific difficulties.</p>	<p>Review books and resources by end of summer 2021</p> <p>Order new resources as necessary by Sept 2021</p> <p>Create new classroom/learning space</p> <p>Investigate where further investment might benefit pupils</p>	<p>AR/AD</p> <p>AR</p> <p>AR</p> <p>AR/AD</p>	<p>07/2021</p> <p>09/2021</p> <p>12/2021</p> <p>02/2022</p>	<p>Audit complete</p> <p>Resources identified and in place</p> <p>Work complete and class in use</p> <p>Investment identified and plan created for budgeting purposes</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide corridor width • Disabled parking bays • Accessible toilets and changing facilities • Sound field technology available in school • Grab bars added to pupil toilets where necessary • Plans in place to split Reception classes (to support work on listening/speech and language and make it easier for all children in EY to distinguish sounds in their environment) 	<p>To investigate whether there are any areas of school that are less accessible and identify solutions.</p> <p>To seek additional feedback from our school community about any issues that they may have re: accessibility</p>	<p>Review of site</p> <p>Staff, parent and pupil feedback to be collected</p>	<p>AR/KP</p> <p>AR</p>	<p>12/2021</p> <p>03/2022</p>	<p>Completed and any work needed budgeted for and planned</p> <p>Completed. Themes identified and planned for.</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (if necessary) • Induction loops • Pictorial or symbolic representations • Sound field system • Staff trained in Makaton and British Sign Language <p>Recently, our staff have worked very closely with specialist staff for children with hearing impairment.</p>	<p>To expand numbers of staff who are able to use Makaton and/or BSL.</p> <p>To refresh training for staff who have some knowledge of Makaton and/or BSL</p>	<p>Identify staff who have already had training.</p> <p>Identify any gaps in training.</p> <p>Identify further staff for training</p>	AD	By end of 2021-22 academic year	Training needs identified and training booked

4. Monitoring arrangements

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