



## Fairfield Primary School Accessibility Policy

Created/Revised:	January 2024 Updated February 2026
By:	Mr R Birtwhistle / Mrs Dunford Mr Steel
Review Details:	Every 3 years
Review Date:	January 2027
Next Review:	January 2027
Approved by Governing Body:	Forwarded for consideration/ratification March 2026

## AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to ensure inclusive access in line with the Equality Act 2010:

- 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 endeavour to make all areas of the curriculum accessible to all pupils regardless of their disability. We recognise our duty to make reasonable adjustments where pupils would otherwise be placed at a substantial disadvantage.*

*We ensure that all pupils have access to educational visits and residentials wherever reasonably practicable, with appropriate adjustments made.*

*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 school will ensure that information shared digitally or via the website is accessible where reasonably possible, with alternative formats available on request.*

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.

## LEISLATION 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](#). This policy also has due regard to the SEND Code of Practice (0-25 years), DfE accessibility planning guidance, and the Public Sector Equality Duty.

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.

Schools must also consider accessibility of digital information and communication alongside physical accessibility.

## MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. Progress against the Accessibility Plan will be periodically reviewed by senior leaders and reported to governors where appropriate.

It will be approved by the governing body and the Headteacher.

## 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

## 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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	Short term:	Review books and resources by end of summer 24	RB/AD	07/2027	Audit complete
		Review current resources (curriculum and wider resources such as library books)	Order new resources as necessary by Sept 2021	RB	09/2027	Resources identified and in place
		Identify any gaps and fill these.	Create new classroom/learning space	RB	12/2027	Work complete and class in use
		Medium term:  Create further spaces/resources for pupils with additional needs (eg. Partitioning existing rooms if possible and utilising outside 'pod' area as a space for intervention)	Investigate where further investment might benefit pupils	RB/NS	02/2027	Investment identified and plan created for budgeting purposes
Long term:  Look at playgrounds and equipment that is suitable for children with additional needs.						

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
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"> <li>• Ramps</li> <li>• Wide corridor width</li> <li>• Disabled parking bays</li> <li>• Accessible toilets and changing facilities</li> <li>• Sound field technology available in school</li> <li>• Grab bars added to pupil toilets where necessary</li> <li>• Early years area has been completely altered to cater for children with physical and learning needs.</li> </ul>	<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>RB/NS</p> <p>RB</p>	<p>09/2026</p> <p>04/2025</p>	<p>Completed and any work needed budgeted for and planned</p> <p>Completed. Themes identified and planned for.</p>

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
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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille (if necessary)</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Sound field system</li> <li>• Staff trained in Makaton and British Sign Language</li> </ul> <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 2026-2027 academic year	Training needs identified and training booked



