



Fairfield Primary Academy Accessibility Plan 2019-2022

Purpose of the Plan

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

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.

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.

This policy complies with our funding agreement and articles of association.

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| Aim | Current Strategies | Actions | Timeframe |
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| <p>Increase the extent to which disabled pupils can participate in the curriculum</p> | <p>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.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff are regularly trained and informed to enable them to meet the needs of children with a range of SEN.</p> <p>SENCo involved in the review the needs of children and provides support for staff as needed.</p> <p>School always ensures that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.</p> <p>We ensure that all providers of out-of-school education comply with legislation to ensure that the needs of all children are met.</p> <p>Children who join the school have their needs analysed to ensure that they can access the curriculum fully.</p> | <p>Accessibility review to be completed during annual curriculum review.</p> <p>Continue to review staff training needs. Provide training for members of the school community as appropriate.</p> | <p>Annually.</p> |

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| <p>Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</p> | <p>The current learning environment is adapted to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Appropriate corridor and door widths • Accessible toilet and changing facilities • Wheelchair accessible resources. <p>Policy review always ensure that all policies consider the implications of disability access.</p> <p>We always aim to provide specialist equipment to promote participation in learning by all pupils by assessing and understanding the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.</p> | <p>Annual audit of accessibility of school buildings and grounds.</p> | <p>On-going.</p> |
| <p>Improve the availability of accessible information to disabled pupils</p> | <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>Pictorial or symbolic representations Where required, online information is provided in alternative formats. Further alternative formats can be made available.</p> <p>We always ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p> | <p>Continue to ensure that parents can access information.</p> | <p>On-going.</p> |

Review date: Sept 2022