

Accessibility Plan

Fairholme Primary School



Approved by: Governing Body

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

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 Fairholme Primary School “**we believe we can achieve**” – every child has the ability to **succeed** and the right to a broad and balanced curriculum. All aspects of the curriculum are promoted, creating a **life-long love of learning**. We work hard to nurture and develop our children so that they are proud of their successes during their time with us, and feel a sense of achievement in their lives.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	Our school offers a differentiated and inclusive curriculum for all pupils. We have consistently high expectations for all pupils and focus on positive outcomes for all.	Training for specific staff including medical training. Complete an audit of staff needs and use CPL to fill the gaps.	Monitoring plan includes monitoring of the adaptation of lessons to meet the needs of all chn. Progress+ and SEN meetings that discuss pupils with disability and track their progress.	SENDCO RSL and Headteacher Teaching staff	On-going	Clear list of CPD needs and a plan to address them.
	We use resources tailored to the needs of pupils who require support to access the curriculum. We seek support from professionals for advice on how best to use the resources.	Use of ICT equipment – staff have the equipment needed and they are confident on using them to support the child.	Appropriate resources are purchased. All teachers to be given time to observe outstanding practice.	SENCO, Class teacher and LSP	Ongoing Re checked and focused each half term	The equipment being used will support the children to achieve their full potential and enable them to access the learning.
	Our school liaises with professionals for advice on disabilities that we are not familiar with to increase our subject knowledge, to ensure we remove or minimise any barriers to accessing the curriculum and the learning.	Staff to have confidence to support pupils. To adapt the curriculum if required.	Regular training and support from professionals.	SENDCO	On-going	Staff are meeting the needs of the chn the very best they can do.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>We ensure there is smooth transition between one year to the next and between teachers.</p> <p>Resources are passed on with support for new staff and</p>	<p>To ensure pupils with specific needs and requirements have daily access to resources intended to support and or enhance their learning.</p>	<p>SENDCO to monitor this</p>	<p>SENDCO</p>	<p>On-going</p>	<p>Chn transition smoothly.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations • Large-print resources 	<p>To improve and further develop the signage around our school to aid those who need this.</p>	<p>Yearly - audit the resources</p>	<p>SLT SENDCO EAL Teacher</p>	<p>Ongoing</p>	<p>Signs to be used around the school to identify location of rooms arounds school, areas and access.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted in the following ways:</p> <ul style="list-style-type: none"> • Disabled toilet and changing facilities. • Disabled parking bays • Corridor width is wide and doorways are wide enough for a wheel chair to fit through • The playgrounds are accessible easily without any steps 	<p>To maintain all these areas of our school so they can be accessed safely.</p>	<p>Site manager to maintain the site to a high safe standard</p>	<p>Site manager</p>	<p>Ongoing</p> <p>Daily checks in the daily site walk</p>	<p>The school is accessible to all pupils, staff and visitors.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher. It will be approved by the governing board.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy

