

# Accessibility Plan

## Fairfield Primary 2021



This policy is reviewed every three years and was agreed by the Governing Body of Fairfield in **Autumn 2021 and will be reviewed again in Autumn 2023**

# **Accessibility Plan to ensure Inclusion**

## Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty.

At Fairfield Primary School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan.

## **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

## Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff , parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

## Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> <li>• INSET records – school and individuals</li> <li>• Employ member of specialist teaching service for specific pupils</li> <li>• Team Teach Training for a number of key staff</li> <li>• Autism INSET</li> <li>• Attachment Disorder INSET</li> <li>• Specialist Assessments- reading, writing, maths</li> <li>• Interventions for groups and individuals</li> <li>• Regular assessments by Speech and Language Therapist – work to their plans</li> <li>• Written reports from external agencies</li> </ul>	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> <li>• Ongoing work with our own CMH counselling</li> <li>• EP assessments</li> <li>• School Nurse</li> <li>• LSA support for individuals</li> <li>• Pastoral Support Provision</li> <li>• Family Outreach Worker targeted support</li> <li>• Individual records</li> </ul>	Maximise number of LSAs to support pastorally and in teaching throughout school
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> <li>• Space is utilised to facilitate group and individual learning space</li> </ul>	Utilise outdoor area and other relevant spaces in school
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning Walks</li> <li>• Reviews</li> <li>• IEPs</li> <li>• Governors' monitoring</li> </ul>	continuous

Policy	Evidence	Action
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Learning walks</li> <li>• Book Scrutiny</li> </ul>	continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> <li>• Inclusion at extra –curricular clubs, visits and performances</li> <li>• Swimming provisions</li> </ul>	continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> <li>• Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings</li> <li>• Inclusion leader tracking of progress</li> </ul>	SENCo work with class teachers  Relevant publications highlighted
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Survey follow up</li> </ul>	
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> <li>• Ramps are fitted</li> <li>• The school is a pathway school, so access is available throughout</li> </ul>	Ensure that no steps cause an obstruction (e.g. small step up to a small number of classrooms)
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> <li>• Tables and chairs appropriate size</li> <li>• Wedges, coloured overlays, triangular grips, IT etc to support individuals</li> </ul>	SENCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> <li>• Disabled access</li> <li>• Shower in Reception</li> <li>• Hoist, if necessary</li> </ul>	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> <li>• Open door policy – regular contact with parents</li> <li>• Office support completing forms</li> <li>• Feedback on parent survey</li> <li>• Curriculum mornings / newsletters / website</li> </ul>	Provide additional support for children without the home support
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> <li>• Through curriculum opportunities</li> <li>• Visitors to school</li> <li>• Assembly Themes</li> </ul>	Teachers to ensure a focus on this.