

Accessibility Policy and Plan

Person/s responsible:

Mr G. Gaidoni

Date of next review:

Autumn 2022

Accessibility refers to:

- a) the extent to which disabled pupils can participate in the school's curriculum;
- b) the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school and
- c) the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

1. Improving the extent to which disabled pupils can participate in the **curriculum**

Opportunities are always sought to ensure that disabled pupils can fully participate in all aspects of the curriculum.

- We ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities
- Our classrooms are optimally organised for pupils with disabilities
- Our lessons provide opportunities for all pupils to achieve
- Our lessons are responsive to pupil diversity
- Lessons involve work to be done by individuals, pairs, groups and the whole class
- Pupils are encouraged to take part in music, drama and physical activities
- Staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work
- Staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities e.g. some sort of physical exercise in a PE lesson
- We provide access to computer technology appropriate for pupils with disabilities

- School visits are made accessible to all, irrespective of disability, including all residential trips
- We have high expectations for all pupils
- Staff seek to remove all barriers to learning and participation

2. Improving the **physical environment** to increase the extent to which disabled pupils can take advantage of education & associated services

- We are continuously working to improve our environment for the benefit of all pupils.
- All areas of the school are accessible to those pupils who need to use wheelchairs.
- Pathways of travel around the school site and parking arrangements are safe, logical and well-signed.
- Specific emergency and evacuation systems are in place for pupils with special educational needs and disabilities
- The decor and signage in school is designed to be clear for those with visual impairments
- All areas of the school are well lit
- Specially adapted furniture has been purchased for those children with specific learning difficulties and disabilities.

3. Improving the delivery of **information** to disabled pupils, e.g. size of print or audio alternatives.

- This is responded to through a circumstance-by-circumstance approach. The key issue being that pupils are not disadvantaged by the format of the communication being incompatible with their information needs.

Accessibility Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Accessibility Plan

Introduction

The Special Educational Needs and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and introduced new duties for Local Authorities in relation to disabled learners. As part of the overall LA Accessibility strategy, all schools were required to publish an Accessibility Plan.

In 2010, under paragraph 3 of schedule 10 of the Equality Act, the Governing Bodies of schools were instructed to ensure there is an accessibility plan.

For the purposes of this plan, a disabled learner is described as one who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Such an impairment would include physical disability, sensory impairment or a learning disability that will affect the learner for a year or more.

Objectives

At Fairfields Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff, parents and visitors to the school. The following areas will form the basis of the Accessibility Plan, with relevant actions to:

- Improve access to the physical environment of the school
- Increase access to the curriculum, including after-school activities and educational visits
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, as required.

The plan will be reviewed and adjusted on an annual basis.

We recognise the on-going need to raise awareness and receive training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health and Safety
- Special Educational Needs and Disabilities
- Behaviour policy
- Equality Statement

The school will work in partnership with Hertfordshire in developing and implementing this plan and will adopt in principle the LA Accessibility Strategy.

The school's Accessibility Plan will be monitored through the Premises Committee of the Governors.

Target: To improve access to the curriculum and physical environment for all learners.

Action	By whom	When	Resources	Estimated cost	Monitoring strategy	Success criteria	Completed
Audit new primary curriculum provision to assess levels of accessibility	SLT / Subject leaders	On-going throughout academic year	Creative Theme Resources	£	Subject leaders to consult staff and children	Staff able to identify areas of strength and development.	
Ensure that Teaching and Learning includes strategies for all learning abilities and disabilities	Headteacher, D.Head, SENCo Subject Leaders and Governors	On-going throughout academic year	Staff meeting time		Head and Deputy to observe teaching and learning; monitor planning.	All abilities catered for through exemplary planning and teaching.	
Classrooms/other areas are organised to promote participation and independence of all pupils	Head, DH, SENCo and class teachers	On-going throughout academic year	Furniture and equipment	££££	Review and implement preferred layout of furniture and equipment to support	Increase in independence around their class and school	
Training for all staff and governors on raising awareness of ongoing disability issues as the need arises	Head, SENCo and Children Services support	On-going throughout academic year	Advisory support. Courses.	£££	Staff and governors attend relevant training when necessary	School community aware of continual issues relating to access	

Raise children's awareness of attitudes to disability through SEAL and PSHE programme of study	All school staff	On-going	Schemes of work		Lessons planned to include disability issues	Improved attitudes towards inclusion	
Plan all out-of-school activities, including clubs and outdoor education to ensure participation of our whole range of pupils' needs	Head and staff	On-going	Equipment to enable participation	££	Monitor all activities to ensure compliance with legislation and all groups represented	Increase in access to all activities for all children.	

Target: Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, as required.

Action	By whom	When	Resources	Estimated cost	Monitoring strategy	Success criteria	Completed
To make available written material in alternative formats as required.	Head and Governors	As required	Services available through the LA for converting written information into alternative formats.	££	Awareness of need by Head, staff and Governors.	Delivery of information to disabled pupils, staff and parents improved.	
Awareness of visiting adults and parents into school	All staff	As required e.g. events in the hall	Larger Chairs Car parking spaces Unhindered access		Awareness of need by Head, staff and Governors.	Parent, other adult feedback	

