



**Fairfields**  
PRIMARY SCHOOL

## Accessibility Policy

September 2023 to September 2024



**Inspiring Futures  
Through Learning**

## **Our IFtL Family**

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

At Fairfields Primary School the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Within our school values and ethos, we clearly state the importance of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this ~~std~~ promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This plan has been guided by our vision and aims and is to secure provision for disabled members of our community. At Fairfields Primary School, we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

*'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.'*

This plan includes:

a description of processes for identifying, removing and preventing barriers for people with disabilities  
our objectives for improvement of accessibility over a three year period  
how our plans for improvement will be monitored

#### Accessibility Planning Process

Plans for accessibility improvement are developed bi-annually through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

### Removing Barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken and are still taking to improve our school.

### The Physical Environment/Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors. We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school. Where necessary, we will try to improve the following:

- Access to the school, by installing ramps and handrails
- Movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight
- Accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms
- Information and communication technology, by selecting appropriate hardware and software
- Signage, by putting it in clear print

### The Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities.

It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. If necessary, the needs of staff with disabilities will also be considered to ensure that they are able to deliver fulfil their role in delivering the curriculum and securing the progress of all pupils.

Many of the adjustments we make are dependent upon individual needs, and we ensure an individualised approach through a Pupil Support Plan and Provision Maps.

We seek to respond to guidance from the parents and children. In addition, we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

### Support Services

This looks at access to services that are currently provided within, and external to the school, to support children and families where a disability is identified.

## Awareness

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

## Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the School's evaluation and review procedures and updated accordingly on a needs basis.

## Safeguarding

At Fairfields Primary School, Child Protection and Safeguarding is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the process to avert and alleviate any such problems. If any behavior is a concern in relation to safeguarding, Fairfields Primary procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy.

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

Curriculum Policy  
Equality Statements and Objectives Policy  
Health and Safety Policy  
Special Educational Needs Policy  
Behaviour Policy  
Equal Opportunities Policy  
School Development Plan  
School Prospectus and Vision Statement

Approval: Accessibility Policy

This policy was ratified by the Governors

Date: Sept 2023

Signed: **Nicolette Green**

Next Review on or before:

September 2024

*This policy will be reviewed annually and approved by the Governors at on an annual basis*