Fairfields PRIMARY SCHOOL

Accessibility Policy

September 2026 to September 2027

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.

Vision and Ethos

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, ethos and 'Inclusive Goal' 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 the school 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 those members of our community who require a high level of accessibility. 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.

Legislative Compliance Statement (Updated July 2026)

This Accessibility Plan is drawn up in accordance with the Equality Act 2010, which replaced and consolidated previous legislation including the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001 (SENDA).

Our procedures and practices are also informed by:

- The Equality Act 2010: Advice for Schools (Department for Education, most recently updated 2023)
- SEND Code of Practice: 0–25 years (Statutory guidance, last updated September 2024)
- Children and Families Act 2014
- Public Sector Equality Duty (PSED) under the Equality Act 2010, which places specific duties on schools to:
    - Eliminate unlawful discrimination, harassment, victimisation;
    - Advance equality of opportunity;
    - Foster good relations between people with and without disabilities.

- Keeping Children Safe in Education 2026 (DfE statutory guidance)

- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014, still current)

We understand disability to be defined as follows, in line with the Equality Act 2010:

'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

This definition includes long-term medical conditions such as epilepsy, diabetes, and mental health conditions such as anxiety or depression, as well as specific learning difficulties and sensory impairments.

As a school, we are committed to:

- Removing barriers to learning and participation;

- Increasing the extent to which disabled pupils can participate in the curriculum;

- Improving the physical environment of the school to increase access for all;

- Improving the availability of accessible information.

This plan should be read in conjunction with our Special Educational Needs (SEN) Policy, Medical Needs Policy, and Equality Policy

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 to Access and Participation

At our school, we are committed to ensuring that no pupil, member of staff, or visitor is disadvantaged due to a disability. In line with our legal and moral responsibilities, we make reasonable adjustments to remove barriers to learning, participation, and access to the physical environment.

We recognise that disabilities can impact a pupil's ability to engage fully in the curriculum or to access information in the same way as their peers. For example, where a child experiences hearing loss, teachers are supported to adopt inclusive strategies such as facing the child when speaking or using specialist equipment, including voice amplification systems, where necessary.

Our **Accessibility Plan 2024–2027** outlines the steps we have taken—and continue to take—to improve our school's accessibility in every aspect of school life.

The Physical Environment

We regularly review and, where required, adapt the physical environment to ensure it remains accessible and welcoming to all pupils, staff, parents, and visitors. We are committed to developing our facilities to meet identified needs and promote inclusivity.

Examples of our provision include:

- Enhancing access to the school site through changes to the physical building (where deemed necessary)
- Improving navigation within the building by using clear signage and contrasting colour schemes for individuals with visual impairments.
- Adapting facilities to support specific needs, such as accessible toilet provision, quiet spaces, and medical rooms.
- Selecting accessible iPad hardware and software to support communication and learning.
- Ensuring signage is presented in large, clear print to aid understanding and independence.

Access to the Curriculum

We are committed to securing equitable access to the full curriculum for all pupils, including those with disabilities. This includes access to classroom learning, enrichment activities, school trips, and extracurricular opportunities.

Curriculum planning takes into account the potential need for specialist equipment, resources, or support to meet the individual needs of pupils – including the accessibility features designed into iPads. Where required, we also make adjustments for staff to ensure they are fully supported in delivering the curriculum and fulfilling their professional roles.

Support for pupils is personalised through tools such as Pupil Support Plans, Provision Maps, and regular consultation with parents/carers. We work closely with external professionals, including Specialist Teachers,

Physiotherapists, Speech and Language Therapists, and Occupational Health services, to tailor provision effectively.

Support Services

We ensure that pupils and families affected by disability have appropriate access to support services, both within the school and through external partners. This includes pastoral support, medical provision, and referrals to external agencies when required.

Staff Awareness and Training

Staff training and ongoing professional development are central to ensuring that all adults in school understand how to support pupils and colleagues with disabilities effectively. We promote a culture of inclusivity and awareness through regular training and curriculum content that celebrates diversity and addresses issues around disability, accessibility, and equality.

Communication and Information Sharing

We are mindful of how we communicate with families, pupils, staff, and the wider community. We aim to ensure that information is accessible, clear, and tailored to individual needs when appropriate. This includes adapting formats of communication, using plain language, and ensuring all parties feel informed and supported.

This plan will be reviewed regularly as part of our whole-school self-evaluation and strategic development processes. We will update the plan in response to changing needs, pupil voice, stakeholder feedback, and ongoing evaluation of our provision.

The school will ensure digital accessibility, reasonable adjustments, inclusive communication and participation arrangements are reviewed regularly in line with Equality Act 2010 duties, SEND Code of Practice requirements and current DfE guidance. Particular consideration will be given to disabled pupils, pupils with SEND and those with medical conditions when planning curriculum access, educational visits, communication and safeguarding arrangements.

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 Polices, strategies and documents:

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

Approval: ACCESSIBILITY Policy 26-27 This policy was ratified by the Governors Date: September 2026 Signed: Penelope Beesley-Evans	Next Review on or before: September 2027 *This policy will be reviewed annually and approved by the Governors on an annual basis.*