



FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

Fairford C of E Primary School



Accessibility Plan

Reviewed by Resources Committee: Jun 2024

Date of next review: Jun 2027

Vision and Values

Our school vision is: *Isaiah 49:16 "I have written your name on the palms of my hands".*
Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.

At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community

Perseverance
Friendship
Respect
Forgiveness
Trust
Thankfulness

FAIRFORD C OF E PRIMARY SCHOOL ACCESSIBILITY PLAN

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1. Aims

1.1. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum.
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to pupils with disabilities.

- 1.2. 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.
- 1.3. Our school vision is: Isaiah 49:16 “I have written your name on the palms of my hands.” Actively learning together in a safe, happy environment shaped by the certainty that each individual is known and loved by God.
- 1.4. Our Equality Policy sets out our principles with regards to accessibility and inclusion. “The school values the individuality of all our children, and we are committed to giving them every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs and we promote the principle of fairness and justice for all through the education that we provide in our school.”
- 1.5. Our equality policy sets out that, “We offer a broad and balanced curriculum and have high expectations of all children. Their achievements, attitudes and well-being matter to us. The school does not discriminate against any pupil or anyone associated with that pupil because of their disability.
- 1.6. Our Equality Policy states that, “We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school and constantly strive to remove any forms of discrimination that may constitute barriers to learning for some groups. We ensure that the curriculum delivery does not discriminate against any child and that anyone delivering it does not exhibit discrimination in the way it is delivered.”
- 1.7. The plan will be made available online on the school website, and paper copies are available upon request.
- 1.8. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.9. The school supports any available partnerships to develop and implement the plan.
- 1.10. The Accessibility Plan for physical accessibility relates to the school’s Access Audit Report 2015 undertaken by the Local Authority, subsequently updated by the school and is the responsibility of the Governing Body (and delegated to the Resources Committee).
- 1.11. Management procedures are in place to assess the needs and requirements of pupils, parents, carers, staff and visitors, and changes are made as required, including making provision for specialist equipment suited to the individual’s needs.
- 1.12. Certain specific cases will need their own tailored response in the form of an Education Health Care Plan (EHCP). The school will create these in conjunction with parents/carers when individual situations arise.

- 1.13. 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.

2. Legislation and guidance

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. 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.
- 2.5. Fairford School supports the Gloucestershire Accessibility Strategy 2015-2018, which states that:
 - 2.5.1. GCC strongly endorses the view that all CYP, including those with disabilities, must be able to access after-school clubs/homework clubs etc. including independent childcare clubs in schools and settings.
 - 2.5.2. GCC strongly endorses the view that all CYP must have access to other learning activities such as, field trips or school camps where issues regarding accessibility and availability of resources to support the CYP for long periods per day need consideration and resolution.
 - 2.5.3. GCC strongly supports effective multiagency working to enable disabled CYP to be able to thrive, access their educational entitlement and to fully fulfil their potential. We work with National Health Service (NHS) including Gloucestershire's Clinical Commissioning Group and the 3 NHS Trusts (Gloucestershire Care Services, 2gether Trusts and Gloucestershire Hospitals NHS Foundation Trust), Social Care and voluntary agencies.

3. Action plan

3.1. 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	We make our curriculum accessible and inclusive in the following ways: <ul style="list-style-type: none"><li data-bbox="488 644 703 995">• We use resources tailored to the needs of pupils who require support to access the curriculum, such as reading pens.<li data-bbox="488 1011 703 1289">• Curriculum resources, such as “No Outsiders,” include examples of people with disabilities.					

	<ul style="list-style-type: none">• Curriculum progress is tracked for all pupils, and cohorts who may require additional support, such as those with a disability, are tracked in more detail.• Appropriate targets are set for pupils with additional needs.• The curriculum is regularly reviewed to make sure it meets the needs of all pupils• Our SEND Information Report sets out that:					
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	<ul style="list-style-type: none"> • Extra-curricular activities are available and accessible to children with SEND. • Children with specific needs can have additional members of staff to help them access the school and curriculum. 					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. As set out in our SEND Information Report, this includes:</p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities • Disabled access 					

	<ul style="list-style-type: none"> • Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (for example, visually impairment) further advice is sought. • Library shelves at wheelchair-accessible height • Ramps • Disabled parking bays 					
<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">• Large print resources• Pictorial or symbolic representations					
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4. Monitoring arrangements

4.1. 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 and SBM and approved by the Resources Committee.

5. Links with other policies

5.1. This accessibility plan is linked to the following policies and documents:

- Behaviour policy
- Health and Safety policy
- Equality and Diversity policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- SEND Local Offer (SEND Information Report)
- SEND policy
- Supporting Pupils with Medical Conditions policy
- Extracurricular Activities Policy