

Accessibility Plan

Fairisle Junior School



Approved by:	Full Governing Body	Date: November 2022
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Last reviewed on:	15 th November 2022
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Next review due by:	November 2025
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1. Aims

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

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

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](#).

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.

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.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<i>Improving the physical environment of schools to enable disabled children to take better advantage of education, benefits, facilities and services provided.</i>				
Target	Strategies	Time-scale	Responsibility	Success criteria
The school to continue to be aware of the access needs of disabled children, staff, governors, parent/carers and visitors	<p>To create access plans where required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions, discussions and newsletter find out the access needs of parents/carers</p> <p>Consider access needs during recruitment process</p>	<p>Immediate / as required</p> <p>Induction and ongoing support if required</p>	SENCO Headteacher	<p>All staff aware of children needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents/carers have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all children to all areas	Consider needs of disabled children, parents/carers or visitors when considering any redesign	As required	Headteacher/ Governors/ Site Manager/ School Surveyor	Re-designed buildings are usable by all
Continue to maintain site so it is suitable for visually impaired people	Yellow paint to be maintained/repainted as required	Ongoing	Site manager SENCO	Visually impaired people feel safe in school grounds

	Specialist Teacher to audit school site as required			
Ensure all disabled children can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept and when new children join school	Business Manager	All disabled children and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI teachers on IT equipment requirements	Ongoing and as required Software may be required as required	Computing Leaders	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired specialist teachers on the appropriate equipment	Ongoing	LA hearing impairment teachers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Visual checks to be carried out	Ongoing and as required and as appropriate	Business Manager Site Manager	All disabled staff, children and visitors are safe and independent

Disability friendly playground apparatus is installed	Where required, invest in apparatus accessible to children with disabilities.	Ongoing	Deputy Headteacher	Children with disabilities enjoy school playtimes, with equipment and physical apparatus they can use
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Increasing the extent to which disabled children can participate in the curriculum.

Target	Strategies	Time-scale	Responsibility	Success criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for learning differences, differentiation and recording methods Online learning modules used if required	Ongoing and as required	SENCO	Raised staff confidence in strategies for differentiation and increased child participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled children when required	As required	SENCO	All staff aware of individuals needs

	Information sharing with all agencies involved with child			
Use ICT software to support learning for children.	Make sure software installed where needed	As required	Computing Team	Wider use of SEN resources in classrooms
All educational visits to be accessible to all with reasonable adjustments made	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Headteacher	All children in school able to access all educational visits (with reasonable adjustments) and take part in a range of activities
Continue to ensure PE curriculum is accessible to all	Continue to gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	External PE provider SENCO	All to have access to PE and be able to excel

Improving the availability of accessible information to disabled children.

Target	Strategies	Time-scale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and	Ongoing & Current	School Office Website team All staff producing written communications	All parents receive information in a form that they can access All parents understand what are the headlines of the

	<p>complete school forms</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired.</p>			school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for children with a visual impairment	As required	School Office	Excellent communication
Inclusion documentation (e.g. PEPs, pupil voice questionnaires etc.) information to be as accessible as possible	Develop child friendly Learning Plan formats and questionnaires	Ongoing	SENCO	Staff more aware of children preferred method of communications Children's voice communicated
Provide information in other formats for children and parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	School Office	Children and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective children or	Ensure website is fully compliant with requirement for access by person with visual impairment.	Immediate and ongoing	Office Website team	All can access information about the school

prospective parents/carers who may have difficulty with standard form of printed information	Ensure Parent Handbook is available via the school website.			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Headteacher.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting children with medical conditions policy

November 2022