

Fairhouse Primary School



Accessibility Plan

Updated: September 2019

Accepted by governors: April 2020

To be reviewed: September 2022

The Accessibility Plan sets out the school's plan in order to:

- (a) Increase the extent to which disabled pupils can participate in the school's curriculum.
- (b) Improve 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) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled and so that such delivery to disabled pupils is made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Definition of disability

A pupil is defined as having a disability under the Quality Act 2010 if:

- (a) The pupil has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on the pupil's ability to carry out normal day-to-day activities.

Our plan covers the following areas:

- Cognitive disorder
- Hearing impairment
- Visual impairment
- Physical impairment

Cognitive Disorders

| Aim | Available resources | Activity | Recipients | Timescale and cost | Success Criteria | Monitored by |
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| To increase awareness and understanding of specific learning disorders that are relevant to a specific class or the school as a whole. | CPD | <ul style="list-style-type: none"> • Support and advice from Inclusion Manager/SENCO • Support and advice from any relevant specialist agencies including other schools with specialist knowledge as and when appropriate. | <p>Relevant teaching staff and support staff</p> <p>Information session for peers</p> | As and when appropriate | <ul style="list-style-type: none"> • Staff will have an enhanced understanding of specific cognitive disorders that are specific to children in the school. • Peer support to ensure inclusion | SLT SENCO Inclusion Manager |
| To increase the understanding of the diagnosis of specific disorders and levels of need associated with them. | CPD | <ul style="list-style-type: none"> • Access to specialist advice. • Ensure relevant information is shared with relevant staff, including supply cover • Liaise with other agencies supporting the pupil to ensure a cohesive approach to their learning and support. • Liaise with other agencies that are able to provide additional support and advice. • Use of appropriate and additional resources to support the children's needs. | Relevant teaching staff and support staff | As and when appropriate | <ul style="list-style-type: none"> • All staff working with the pupil have the necessary understanding, information and resources to effectively support the child and their needs. • Inclusion Manager/SENCO designated as monitoring support. | |
| To ensure full access to the curriculum and an appropriate level. | | <ul style="list-style-type: none"> • Work differentiated in pace, style and content. • Consistent and structured approach to classroom management by all staff. • Enhanced pastoral support. • Regular home/school liaison. • Advice from subject leader. • Advice from local authority advisors. • SEN English and maths curriculum • Setting | All staff | Ongoing | <ul style="list-style-type: none"> • All children have access to the curriculum at an appropriate level. | |

Hearing Impairment

| Aim | Available resources | Activity | Recipients | Timescale and cost | Success Criteria | Monitored by |
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| To increase awareness and understanding of the impact of deafness or partial hearing on learning. | CPD | <ul style="list-style-type: none"> • Key staff to attend relevant training/courses. • Support for assessments | All staff | As and when appropriate | <ul style="list-style-type: none"> • Staff will be aware of the need for a broad range of strategies to enhance the learning for deaf children. | SLT SENCO Inclusion Manager |
| To ensure that children with a hearing impairment can fully access the curriculum at an appropriate level. | CPD Individual's hearing aids | <ul style="list-style-type: none"> • Access to specialist advice, particularly for alternative and additional forms of communication (e.g. sign language and lip reading). • Information displayed visually. • Subtitles | Pupils All staff | As and when appropriate | <ul style="list-style-type: none"> • All staff working with the child have increased confidence to meet the needs of children with a hearing impairment. | |
| To overcome potential barriers to learning and assessment. | SEN budget or budget specific to the child's needs | <ul style="list-style-type: none"> • Enhanced pastoral support. • Reduction of background noise through specific aids or arrangement of furniture. • Regular home/school liaison. • Regular monitoring of the child's support and effective use of equipment from the LA advisor for hearing impairment. • Assessment resources and arrangements • Support provided by external agencies (e.g. Specialist Teaching Team) | Children with a hearing impairment | As and when appropriate | <ul style="list-style-type: none"> • Pupils feel secure in school and have the opportunities provided to reach their potential. • High quality access opportunities for assessment | |
| To improve the physical environment to enable children with a hearing impairment to work effectively in the classroom environment. | Premises | <ul style="list-style-type: none"> • Investigate the acoustics of the classroom in line with DCSF guidelines. • Installation of loop or sound field systems. • Seating of child to facilitate lip reading. | Children with a hearing impairment | As and when appropriate | <ul style="list-style-type: none"> • Pupils feel secure in school and have the opportunities provided to reach their potential. | |

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| To extend the use of sign language as a means of communication throughout the school. | CPD through specialist teaching team | <ul style="list-style-type: none"> • Further raise the profile of signing as a means of communication. | Children with a hearing impairment | As and when appropriate and ongoing | <ul style="list-style-type: none"> • Signing used for basic words and phrases (eg. Good morning, thank you etc) in the class that the child with a hearing impairment works in. • Signing visually on displays. | |
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Visual Impairment

| Aim | Available resources | Activity | Recipients | Timescale and cost | Success Criteria | Monitored by |
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| To increase awareness and understanding of problems experienced by visually impaired pupils. | CPD | <ul style="list-style-type: none"> • CPD and support may be requested from the Specialist Teaching Team. | All staff | As and when appropriate | <ul style="list-style-type: none"> • Staff have an enhanced understanding of the difficulties experienced by visually impaired pupils. | SLT SENCO Inclusion Manager |
| Ensure visually impaired pupils can fully access the curriculum at the appropriate level. | CPD | <ul style="list-style-type: none"> • Access to specialist advice. • Work presented in an accessible format. • Raised/slanted desks if necessary. • Large print • Braille | All teaching and support staff working with a VI pupil. | As and when appropriate | <ul style="list-style-type: none"> • Stock of resources are available to support a VI child. • Work is presented in an accessible format according to their individual needs. | |
| Overcoming potential barriers to learning and assessment. | | <ul style="list-style-type: none"> • Enhanced pastoral support. • Regular home/school liaison. • Regular monitoring by the LA advisor for VI. • Advice from the LA advisor for VI as to how to best support learning • PE activities (e.g goal ball) • Awareness | VI pupils and families. | As and when appropriate. | <ul style="list-style-type: none"> • Pupils feel secure in school and have the opportunities provided to reach their potential. • PE in differentiated and inclusive | |

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| Improve physical environment to enable VI pupils to move easily and safely around the building. | Premises | <ul style="list-style-type: none"> • Audit the existing environment together with parents and VI advisor. • At resources committee consider rolling programme of replacing resources that would allow people with VI to move around the building with increased ease and safety. | All users of the building. | Ongoing. As and when appropriate | <ul style="list-style-type: none"> • School is made as safe and accessible as possible for VI pupils/stakeholders. | SLT SENCO Inclusion Manager Site Manager Health & Safety governor |
| To maintain the visibility of steps around the school site. | Premises | <ul style="list-style-type: none"> • Continue to paint the outside edge of steps around the site. | VI pupils and stakeholders. | Ongoing | <ul style="list-style-type: none"> • Steps are more clearly visible to people with a VI. | |

Physical Disability

| Aim | Available resources | Activity | Recipients | Timescale and cost | Success Criteria | Monitored by |
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| To increase awareness and understanding of physical disabilities. | CPD | <ul style="list-style-type: none"> • Staff training if necessary for all staff who will be working with the pupil. • Training for peers / year group / whole school | All staff | As and when appropriate | <ul style="list-style-type: none"> • Staff and pupils will have an enhanced understanding of physical disabilities that may affect children in the school. | SLT SENCO Inclusion Manager |
| Increased information on level of incapacitation and additional needs of children with physical disabilities. | | <ul style="list-style-type: none"> • Access to specialist advice on specific equipment needed to support the specific disability. | All staff | As and then appropriate | <ul style="list-style-type: none"> • Pupils feel secure in school and have opportunities provided to reach their potential. | |
| To ensure that disabled pupils can access the necessary parts of the school. | | <ul style="list-style-type: none"> • All areas of the school are accessible by a portable ramp. | Pupils, parents, staff, governors and visitors who have a physical disability | As and when appropriate | <ul style="list-style-type: none"> • Pupils will have physical access to all of the necessary parts of the school. | |

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| To actively encourage disabled parents to fully participate in school life. | Premises | <ul style="list-style-type: none"> • Ensure activities held for parents are in accessible places. • Ensure activities held for parents take account of the specific needs of disabled parents. • Home school liaison | Parents with disabilities | Ongoing | <ul style="list-style-type: none"> • Parents with disabilities feel they can be actively involved in school life. | |
| To ensure that pupils with disability have a suitable workstation/desk in class. | Furniture budget or budget specific to the child's needs | <ul style="list-style-type: none"> • Liaise with appropriate specialist advisor from the local authority. • Purchase of suitable workstation where needed. • Reorganisation of furniture/ work stations to accommodate the child's physical needs where necessary. | Pupils with a disability | As and when appropriate | <ul style="list-style-type: none"> • Child with physical disability to have a suitable workstation/ desk. | SLT SENCO Inclusion Manager Class teacher |

| Aim | Available resources | Activity | Recipients | Timescale and cost | Success Criteria | Monitored by |
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| To ensure that the physical environment meets current and anticipatory needs of pupils and staff. | Premises, furniture budget or budget specific to the child's needs | <ul style="list-style-type: none"> • Analysis of needs of disabled person, detailed transfer meeting prior to the child starting school seeking specialist advice if necessary. • Purchase specialist equipment or adaptation of existing equipment. • Ongoing review of equipment in line with the needs of the child/adult. | Pupils, parents, staff, governors and visitors who have a physical disability. | Ongoing | <ul style="list-style-type: none"> • Physical environment meets the needs of the disabled person and is reviewed regularly. | SLT SENCO Inclusion Manager Site Manager Health and Safety governor |
| To ensure that all visitors to Fairhouse have access to the entrance of the buildings. NB: At Fairhouse, there are stairs to access the building. | There is no wheelchair access to the 2 nd storey. | <ul style="list-style-type: none"> • Disabled car parking space always available. • There is a route to the hall and meeting rooms in KS2 | Pupils, parents, staff, governors and visitors who have a physical disability. | Ongoing | <ul style="list-style-type: none"> • All visitors have access to the key areas of Fairhouse Primary School. | |

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| <p>To ensure that pupils who have a disability are participating fully in school life.</p> | | <ul style="list-style-type: none">• Monitor uptake of extra curricular activities (including school trips) by pupils with physical disabilities.• Risk assessment carried out with careful consideration to the physical needs of the child.• Advanced notes to activity providers• Curriculum subjects modified to meet the needs of all | <p>Pupils with a physical disability</p> | <p>As and when appropriate and ongoing</p> | <ul style="list-style-type: none">• Pupils who have a physical disability take a full part in school life. | <p>SLT SENCO Inclusion Manager</p> |
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Medical Needs

| Aim | Available resources | Activity | Recipients | Timescale and cost | Success Criteria | Monitored by |
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| To increase awareness and understanding of the medical needs. | CPD | <ul style="list-style-type: none"> • Staff training if necessary for all staff who will be working with the pupil. • Peer training • Meetings with the school nurse and parents. | All staff | As and when appropriate | <ul style="list-style-type: none"> • Staff will have an enhanced understanding of specific medical needs that may affect children in the school. | SLT SENCO Inclusion Leader |
| To ensure that staff working with a child, with medical needs, have necessary information on the impact of medical needs and additional needs that may arise from these needs | CPD School nurse Specialist Doctors | <ul style="list-style-type: none"> • Access to specialist advice on specific equipment needed to support the specific medical need. • Specialist advice and training related to working with the specific medical need. • A Medical Care Plan is drawn up to outline the child's needs and support. | All staff | As and when appropriate | <ul style="list-style-type: none"> • Staff are aware of any impact the medical needs will have on the child's learning or any adaptations to the curriculum/learning environment that may have to be made. • Setting up a care plan. | SLT SENCO Inclusion Leader |
| To ensure that pupils with a significant medical need participate fully in school life, including extra curricular activities and school trips. | | <ul style="list-style-type: none"> • Risk assessment carried out with careful consideration to the medical needs of the child. • Monitor uptake of extra curricular activities (including school trips) by pupils with medical needs. | Pupil with significant medical need. | As and when appropriate | <ul style="list-style-type: none"> • Child with significant medical needs is able to participate fully in educational visits and extra curricular activities. | SLT SENCO Inclusion Leader |