



Fairway
Primary
School

Accessibility Plan

Member of staff responsible:	Alison White
Date policy written:	March 2024
To be reviewed:	Every 3 years
Date approved/reviewed by Governing Body:	March 2024

OVERVIEW

At Fairway Primary School we aim to meet the diverse needs of our school community. In order to build on our strengths, we are committed to providing an exciting, broad and balanced curriculum, and quality teaching and learning, which will enable all our children to achieve to the best of their individual ability. We regard education as a lifelong process. We acknowledge that each person has unique value as an individual, and through an inclusive environment we will strive to provide equal opportunities regardless of learning needs, disability, gender, or social background.

DEFINITIONS OF SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is:

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

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

THE EQUALITY ACT 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non- disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The Equality and Diversity Policy & objectives.
3. The Behaviour Policy.
4. The Special Educational Needs Policy.
5. The School Offer.

All policies will be checked, in conjunction with the Governing Body, to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

THE ACCESSIBILITY PLAN

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.'(SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

AT FAIRWAY WE RECOGNISE THAT WE MUST:

Fulfil our duty under the Equality Act 2010.

“Since September 2002, it has been unlawful for school and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

School ensures that there are no financial barriers to accessing trips and extra-curricular activities
Associated services being:

- Preparation for entry to school
- The curriculum
- Teaching and Learning
- Class organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Open door policy
- Activities to supplement the curriculum
- School sports
- School policies
- Break and lunchtime
- The serving of school meals
- Interaction with peers
- Assessment and examination arrangements
- School discipline and sanctions
- School Clubs and activities
- Educational visits
- The school's arrangements for working with other agencies

Ensure that we do not treat disabled pupils less favourably.

Ensure that we take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty).

Ensure the Governing Body publish Accessibility Strategies and Plans.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead
To liaise with local Nursery providers to review potential intake for September annually	<ul style="list-style-type: none"> • Clear identification of need so these are in place ready for admission 		EYFS Lead Headteacher
To review all statutory policies so they reflect inclusive practice and procedure	<ul style="list-style-type: none"> • Ongoing review of policies • Ratification by Governing Board 		Headteacher
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	<ul style="list-style-type: none"> • Further training provided by the SENDCO in staff and TA meetings 	staff meetings	SENDCo
To identify and support speech, language and communication needs.	<ul style="list-style-type: none"> • Deliver WELLCOMM Training • Deliver Parent/ Carer workshop around • SALT bought in to support in school 	LA Inclusion Teacher Pupil Progress Meetings	SENDCo
To understand that behaviour is a form of communication	<ul style="list-style-type: none"> • Training on de-escalation strategies • Team Teach training • Training for Zones of Regulation • Training for restorative conversations 	LA Inclusion Teacher Staff meetings	Headteacher Deputy Headteacher
To ensure staff is trained to support pupils with medical conditions.	<p>Update staff training annually in</p> <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes <p>and as required in other specific conditions.</p> <ul style="list-style-type: none"> • Update Medical Conditions policy annually and ensure annual parents/ carers return is gathered. • Liaise with other medical professionals where needed 	staff meetings	Deputy Headteacher
All educational visits to be accessible by all	<ul style="list-style-type: none"> • Develop guidance for staff on making trips accessible • Ensure each venue is vetted for appropriateness • Liaise with parents/ carers 		Class teachers EVC

MONITORING

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head, Deputy Headteacher and SENCO. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher, and is further monitored by the Governing Body.

The Headteacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.