

Fairhaven Primary School



Achieving together,
Believing together,
Caring together.

Accessibility Plan

Approved by:	Full Governing Body Committee
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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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Headteacher, Inclusion manager, Governors and views of pupils and parents.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	Visual prompts and resources including visual timetables are used consistently throughout the school. Further provision of Chromebook for individual pupils.	Visual timetables shared with all staff. Staff training from EP (Nina Male)	CA NM (EP)	April 2024	Visual timetables are used consistently throughout school.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>					
	<i>Curriculum resources include examples of people with disabilities.</i>					
	<i>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</i>					
	<i>Disability awareness is promoted through assemblies.</i>	To continue to promote disability awareness	Termly planning of assemblies to include disability awareness.	TG TG/RP/CA	Ongoing Ongoing	Disability awareness is improved through key focus assemblies.

	<i>Staff working with pupils with disabilities receive appropriate training.</i> <i>Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. named adult will provide 1 to 1 support as necessary,</i>	through assemblies. To continue to provide appropriate training for staff working with pupils with disabilities.	Audit of training needs.			Staff receive appropriate training. Refer to CPD log.
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required. This includes:</i> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bays</i> <i>Disabled toilets and changing facilities</i> <i>Library shelves at wheelchair-accessible height</i>	To ensure the environment (inside and outside building) is accessible to all pupils, including those with physical disabilities.	To ensure a periodic assessment of physical environment adaptations are reviewed and maintained; To fit non-slip strips to wooden surfaces to reduce the risk of slipping.	TG/MW	August 2023	All areas of the school environment are accessible to all pupils.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> <i>Internal signage</i> <i>Large print resources</i> <i>Pictorial or symbolic representations</i>	To ensure that the layout, text and print is accessible to all pupils.	Review to be undertaken of current signage. As signage is replaced and updated and display boards are changed, to ensure that the layout, text and print is accessible to all pupils.	TG/MW	February 2026	Signage, displays and information sources are clear and meet the needs of all pupils in school.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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 pupils with medical conditions policy