

Accessibility Plan Policy
Fairfax Academy
Part of Fairfax Multi-Academy Trust
July 2018

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1. Aims

1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of our plan is to reduce and eliminate barriers for pupils, prospective pupils and our adult users with a disability, in order to access the curriculum and to have full participation in the school community.

1.2 The ethos of Fairfax has always been inclusion and progress for all. Since its foundation we have aimed 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 is fully committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

1.5 We have included a range of stakeholders in the development of this accessibility plan, including students, parents, associates and teaching staff.

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

1.7 Fairfax'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.

1.8 From feedback from our stakeholders and in line with the DDA our accessibility plan has the following 3 main aims:

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

2. Legislation and guidance

2.1 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.

2.2 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.

2.3 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 reasonable adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan.

Section 1:

Aim: to increase the extent to which pupils with disabilities can participate in the curriculum

3.1 Fairfax at present offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. 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.

Objective/s	ACTIONS			Outcomes	Time Frame	Goals Achieved
	HOW	Person/s responsible	RESOURCES			

<p>To continue to review the individual needs of students to ensure they have maximum access to the curriculum</p>	<p>Continue the use of management plans for all disabled students. All management plans to be designed with specialist services. Quality first teaching for all students</p>	<p>SENCO Site Manager</p>	<p>Time</p>	<p>Student feedback shows that 100% of students feel they are fully included, Increased number of disabled students who participate in whole school activities and school trips. Increased number of students achieving house and sport colours</p>	<p>To be reviewed termly at Parental SEND meetings. Sept 2020</p>	
<p>To increase the number of positive role models displayed in books, displays and on website.</p>	<p>Increased number of displays including disabled students. Increased number of books with positive role models from different races, different disabilities. Displays and website to show this.</p>	<p>Site Manager and SEND administration. Heads of Faculty Head of Academy</p>	<p>Cost of new resources for display work.</p>	<p>Students feedback agrees there is an increase in positive role models All stakeholders in wheelchairs can get to all teachers. Increased number of displays. Increased number of disabled students shown on the website.</p>	<p>Dec 2018</p>	
<p>To provide disability</p>	<p>Staff training on a needs basis.</p>	<p>Head of Academy</p>	<p>Cost of CPD</p>			

awareness training for staff, e.g. specific disability training			Timing for staff	All staff are aware of the DDA and their duty. Staff are ASC Level 1 trained.	December 2018 and ongoing.	
D) To raise the profile of inclusive sports	At each sporting event, photos to be taken and uploaded to Facebook. Posters around school to show participation	AHT	Time costs	All inclusive sports reported Sporting colours	Sept 2019	

- **Section 2 – Improving the physical environment of the school to increase the extent to which disabled stakeholders can take advantage of education and associated services**

3.2 Fairfax strives to ensure the physical environment is adapted to the needs of the students currently within the school. The environment is regularly reviewed to ensure access for all. When new students start with different needs, these are taken into consideration and Fairfax will work closely with outside agencies and parents to make reasonable adjustments.

Objective/s	ACTIONS			Outcomes	Time Frame	Goals achieved
	HOW	PERSON/S RESPONSIBLE	RESOURCES			

<p>To enable wheelchair users to access the building independently.</p>	<p>Classes to be re-timetabled as appropriate.</p> <p>New Classroom door handles at appropriate height, especially B block Automatic Doors and door release buttons at appropriate height. New Lift</p> <p>New builds to be fully accessible</p> <p>Disabled Car parking spaces clearly available.</p>	<p>Deputy Head</p> <p>Site Manager</p> <p>Head teacher Leadership team SENCO</p>	<p>Cost for new swipe doors and self opening fire doors. Cost of new lift</p>	<p>Disabled students can attend all lessons.</p> <p>Classroom handles at suitable height to enable student in chairs to open them for themselves.</p> <p>Self opening doors where appropriate.</p> <p>Door release buttons at a suitable height for all students.</p> <p>Any new building to be fully accessible.</p> <p>Disabled parking with enough room either side for students, parents and teachers to get out of their car.</p>	<p>Sept 2021</p> <p>Sept 2021</p> <p>Sept 2021</p> <p>Sept 2021</p>	
<p>To ensure any new build is consistent with the DED.</p>	<p>Careful planning with all appropriate agencies</p>	<p>Head teacher</p>	<p>Time and outside agency communication.</p>	<p>Disabled students and stakeholders can access all new builds.</p>	<p>Sept 2021</p>	

<p>To improve access to the school for students with a visual impairment</p>	<p>Visual support service to audit school. Plan to be drawn up for accessibility for students with a VI</p>	<p>Leadership team Site Manager SENDCO Architect Governors FMAT site manger</p>	<p>Cost of any changes to the building</p>	<p>Disabled students and stakeholders can independently access the building.</p>	<p>Sept 2108</p>	
<p>To develop an intercom system for refuge points.</p>	<p>Intercom to be purchased and placed at set points in refuges around school</p>	<p>FMAT Site Manager</p>	<p>Cost of intercom</p>	<p>Students are safe in a fire evacuation.</p>	<p>Sept 2021</p>	
<p>To continue to ensure accessibility on all school trips</p>	<p>All school trip coaches to have toilets.</p>	<p>Trip manager. EVC</p>	<p>Additional costs. Teacher time. Additional planning time</p>	<p>All students have equal access to all trips.</p>	<p>Sept 2018</p>	

	All school trips to be planned with the needs of individual students in mind. Reasonable adjustments to be made,	SEND	with parents as appropriate.			
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Section 3 – Improving communication with our Disabled Stakeholders

3.3 Fairfax strives to promote the achievements of all its students.

Objective/s	Actions			Outcomes	Time frame	Goals Achieved
	How	Person/s responsible	Resources			
To ensure all our correspondence is accessible to all	To continue to report to parents as requested in correct font/ colour.	Head of Academy Deputy Head Curriculum and Assistant Heads	Reports, cost of printing different reports	Reports in size 12 font, not on grey. Larger copies of the prospectus available for all to see.	Sept 2021	

<p>To ensure that all educational materials are accessible for students, e.g braille / large print if required</p>	<p>Larger copies of prospectus.</p> <p>Website user friendly.</p> <p>Audio transcriptions on request.</p> <p>Use of appropriate technology from laptops to prodigies as appropriate to individual needs</p>	<p>Personnel Manager</p> <p>SENDCO All teaching staff.</p>	<p>Cost in production of resources Teacher / TA time</p>	<p>Website launch and positive feedback.</p> <p>All students have appropriate resources for their individual needs</p>	<p>Sept 2021</p>	
<p>To actively encourage disabled stakeholders to become Associates.</p>	<p>Application forms.</p> <p>Conversations with parents of disabled students when positions occur</p>	<p>CEO, Head of Academy, AHT,</p>	<p>Time</p>	<p>Parents feel they are encouraged to become Associates</p>	<p>Sept 2021</p>	

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 internally reviewed at least annually. It will be approved by the Associates every 3 years.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs and /or disability Policy
- SEND information report
- Supporting pupils with medical conditions policy