

# **Accessibility Plan Policy**

## **Fairfax Academy**

### **Part of Fairfax Multi-Academy Trust**

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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

1.9 The Accessibility Plan has been split into the 4 key areas of need, with an additional SEND outcome to support all students and has been written in conjunction with our stakeholders.

## 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.

**Accessibility Action Plan 2021-2024**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access for children and young people with SEND	I and C	To continue to review the individual needs of students to ensure all have full access to the curriculum through monitoring and QA.	SENDCo	Cost	Feedback from parents	Sept 21- 24
	I	SEND Report to inform parents. This to be reviewed yearly	SENDCo	SEND info report		Annually reviewed and on website and updated through the year due to factors such as COVID
	C	To continue to develop and share individual passports and learning plans through Provision Mapping.	SENDCo	Provision Mapping software	All pen profiles are on system. Staff feedback is positive and the vast majority of students' needs are met within the classroom.	
	E	To increase the number of positive role models within school	SENDCo	Cost of displays and events	Student feedback	Sept 21 update d termly

	I/C	To ensure all our correspondence and educational materials are accessible to all e.g coloured books/paper	Reception	Website software and printable resources	Student work and parental correspondence	Yearly
	E	To ensure that any new builds are consistent with the DED	Site Team	Cost of builds	New buildings	Yearly
To improve access for children and young people with Communication and Interaction needs	C / I  I	To continue to have Tier 1 ASC training for all staff and ASC training for girls as appropriate.	CAT SENDCo	Staff time	Rolling program to retrain to commence	Feb 22
		To have CAT team work with level 3 ASC diagnosed students.	CAT and SENDCo	CAT Hours	Student needs are met within school and advice from CAT team has a positive impact on student learning	Sept 21 review termly
		To review strategies and develop new ones to support students with high levels of anxiety.	SENDCo	Staff time	Students are able to sit exams using strategies given. To be reviewed termly from now on.	Reviewed each exam series
		To continue to work with parents of students with	SENDCo	Staff time, workshops		

		ASC through events such as the CAT coffee mornings			Parental feedback from coffee mornings	Sept 22
To improve access for children and young people with sensory and physical needs	E	To complete building work for a HI base.	FMAT site manager	Cost of building work	Site audit identifies our areas of strength and our areas for development. Hoist training evidence and service evidence	Sept 21
	E	To ensure that hoists are regularly checked and maintained .	FMAT site manager	Hoist training cost		July 21 annually
	I	To ensure staff training for students with HI needs.	AHT	Cost of training	Student feedback	Sept 21
	E	To have all fire doors on an open button for easy access for wheelchair users	FMAT site manager	Cost of changes to building	Student feedback and site audit feedback	Sept 22
	E	To further develop the intercom system for refuge points .	FMAT Site manager	Cost of intercom	Presence of intercom and review of intercom	Sept 24
	E	To ensure appropriate additional equipment is available for students e.g radio aids	AHT / SENDCo	Cost of Aids, hoists etc		Sept 21 termly from then.
	E	To have a program of replacement and purchase iPads and laptops to support	SENDCo AHT	Cost of ipads and computers from SEND		New iPads and laptops purchased.

C  I  C	students learning		Budget	All students have access to all trips	Sept 21
	To continually ensure that all school trips and accessible.	Trip manager	Cost of trips and additional adults required Time to organise with parents and students		
	To make sure all coaches have toilet facilities and trips are planned ahead of schedule so that needs of individual students are met.	EVC AHT	Cost of coaches	All coaches have a toilet	Sept 21 then termly
	To raise the profile of inclusive sports through more variety in House competitions and external activities	SEND Team	Cost within school budget	Student feedback. An increase in the number of PD students who achieve sports colours.	Sept 21 and then termly
E	To ensure disabled car parking spaces are	Site team	£10,000	Presence of disabled parking spaces	Sept 20 -21



		clearly available.				
	E	To maintain the current lifts within school and to think carefully about classrooms for students with mobility needs	Site team and REB	£80,000	New functioning lift	Sep 24
To improve access for children and young people with cognition and learning needs	I	To continue to provide CPD opportunities such as Staff Briefings, coaching, twilights and INSET days on strategies to meet the needs of our learners.	SENDCo	Cost within school budget	CPD feedback from staff. Student progress improves.	Sep 21- Sept 24
	C	To complete a SALT audit and train staff in areas of weakness found.	SENDCo	Staff training time. PSS hours	Feedback from SALT audit acted on.	Sept 22
		To further develop interventions such as memory magic to support learners	SENDCo	Cost of resources and staff time	Evaluation of impact of interventions.	Sept 22
To improve access for children and young people with	C / I	To use SDQs to monitor progress and identify clear strategies to	SENDCo	Cost of software and staff time to	Review shows impact on the behaviour and outcomes of individual	Sept 21

social, emotional, mental health needs		support students with SEMH needs.		complete	students.	
	E /C	To develop a well being suite where timely interventions can take place.	AHT, SENDCo, HTLA	HLTA cost and TA hours	Students are supported within school. Evidence in the form of CASE studies showing improvement in attendance for example. The SEMH Audit.	Sept 21
	C/I	To develop FRIENDs groups to support social interactions.	TA	£800 for CPD Cost of staffing		Sept 22
		All staff to complete TIAAS training.	All Staff	Staff time – training secured for free from EP	Increased numbers of positive rewards for students with SEMH. Reduction in SEMH behavioural consequences.	Jan 22
		To complete an SEMH Audit	SENDCo	Staff cost	Audit completed and actions acted on.	

#### **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