

Fairway School & Children's Centre



Accessibility Plan

January 2017

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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Headteacher and Governing Body of Fairway School and Children's Centre to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. The school also has an Equal Opportunities Policy.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided;
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils;
- The headteacher and other relevant members of staff;
- Governors;
- External partners.

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Next review date: January 2018

Planning duty 1: Curriculum

	Issue	Strategies	Who	When	Outcome	Review
<p>Target 1a) To ensure all staff receive relevant training/CPD</p>	Targeted members of staff, working directly with children identified as having a disability receive training. This is not always disseminated.	External and in house for staff: Speech & Language, Motor skills development, Social Skills, Behaviour. SENCo support for staff.	SENCo SLT External (LA) providers	Summer 2017 (Ongoing)	Staff feel more confident working with SEN children/children with disabilities. Progress evident in identified area of need.	Autumn 2017
<p>Target 1b) To ensure that children with physical disabilities are able to fully access all PE sessions</p>	PE curriculum is not specifically tailored to meet the needs of all children with physical disabilities.	SENCo and PE Lead to review current PE curriculum. SENCo and PE Lead to audit PE equipment/apparatus to ensure there is adequate provision for children with disabilities. SENCo and PE Lead to ensure that staff receive adequate training. SENCo and PE Lead to promote opportunities for children with disabilities to access LA events.	SENCo PE Lead	Summer 2017 (Ongoing)	The school's PE curriculum and equipment meet the needs of children with physical disabilities and staff are confident and skilled to deliver sessions that fully cater for the needs of all children. Children with disabilities accessing LA events.	Autumn 2017
<p>Target 1c) To ensure the school offers a range of interventions which meet the needs of all the children</p>	The school has an established provision map. Interventions are reviewed frequently by the SENCo and inclusion team.	Involve other members of the school community when reviewing the school's provision map e.g. class teachers/support staff/ children/parents/external professionals.	SENCo Inclusion team	Summer 2017 (Ongoing)	The school's provision map offers a range of interventions which meet the needs of all the children. Members of the whole school community are involved with the evaluation and development of the school's provision map.	Autumn 2017

Planning duty 2: Physical environment

The school was built in 2012. The building is occupied by both Fairway School and Children's Centre and Northway School for children with special needs. The building is therefore designed to be accessible to children and adults with disabilities. Fairway and Northway work in close partnership, sharing knowledge and expertise, as well as specialised provision.

	Issue	Strategies	Who	When	Outcome criteria	Review
Target 2a) To review emergency evacuation procedures	The school currently has an Evac Chair to evacuate children with physical disabilities in upstairs areas. Although staff are trained to use this, it can be difficult to manoeuvre with older children.	LA H&S Audit. SENCo and Site Manager to research alternative evacuation methods.	SENCo Site Manager	Autumn 2017	Improved emergency evacuation procedures in place.	Spring 2018
Target 2b) To improve ventilation in the disabled toilet/changing area (upstairs)	Poor ventilation in the disabled toilet/changing area (upstairs).	LA H&S Audit. SENCo and Site Manager to research possible solutions. SENCo to seek financial support to carry out building work e.g. Disability grant.	SENCo Site Manager	Autumn 2017	Improved ventilation in the disabled toilet/changing area (upstairs).	Spring 2018

Planning duty 3: Information

	Issue	Strategies	Who	When	Outcome criteria	Review
<p>Target 3a) To develop the school's resource bank for children with visual impairments</p>	Lack of resources for children with visual impairments. Currently resources are made by hand by class teachers and support staff.	SENCo and English/Reading Leads to research and purchase resources for the class and library.	SENCo	Autumn 2017	Improved resource bank for children with visual impairments.	Spring 2018
<p>Target 3b) To develop the school's resource bank for children with Down's Syndrome</p>	Lack of resources for children with Down's Syndrome. Currently resources are made by hand by class teachers and support staff.	SENCo and English/Reading Leads to research and purchase resources for the class and library.	SENCo English Lead Reading Lead	Autumn 2017	Improved resource bank for children with Down's Syndrome.	Spring 2018
<p>Target 3c) To develop children's understanding of 'disability'</p>	Children have a positive/nurturing attitude to inclusion but the school wishes to raise awareness and understanding of barriers and how to support each other to overcome them.	Disability awareness week. Outside visitors and role models to work with children/deliver assembly – links with charitable organisations.	SENCo (school and CC)	Summer 2017 (Ongoing)	Raised awareness of disabilities across the school community. Children able to recognise and challenge inequality.	Autumn 2017 (Ongoing)