
Accessibility Plan

Reviewed February 2018

Next Review March 2021



Fairfields
School

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Accessibility Plan

Introduction

At Fairfields we believe that academic achievement and personal development can be fostered by ensuring that school is a place where:

- ✓ individual needs are recognised and valued
- ✓ emotional well-being is promoted through valuing, noticing, appreciating, recognising potential and giving room to grow
- ✓ pupils develop a voice and are able to communicate their wants and needs
- ✓ pupils are encouraged to be as independent as possible.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010. These areas include:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities

This accessibility plan focuses on a wide range of disability associated with pupils who attend Fairfields School.

ACCESSIBILITY PLAN

Comprehensive planning is recorded in the School Development Plan, monitoring and evaluation processes are reported in the School Self Evaluation report which identifies the objectives and the next action steps in whole school improvement.

Outlined below is an overview outlining Fairfields commitment to:

1. Increasing the extent to which disabled pupils can participate in the curriculum by:

- Ensuring all pupils can understand, communicate and engage in learning through total communication curriculum delivery
- Providing irresistible invitations to learn by developing attention control and through the enabling environment
- Developing and delivering a **Curriculum for All** which is developmental in nature and provides individual access points which meet individual need
- Designing an assessment system that supports pupils rapid progress in learning.

2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by:

- Regular interaction with the local authority to secure funding in order to refurbish aspects of the school building e.g. sensory room to sensory studio, additional classroom
- Improving the current school environment (indoor and outdoor) to ensure it meets, as best as possible, the sensory and physical needs of our pupils.

3. By improving the availability of accessible information to disabled pupils by:

- Providing a total communication environment across the school
- Ensuring staff access high quality training and research to ensure best practice is implemented.