



ACCESSIBILITY PLAN 2023 -2025

At Fairlawn Primary School we are aware of our duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The purpose of the accessibility plan is to fulfil all of the above. Fairlawn is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We also challenge negative attitudes about disability and accessibility and promote a culture of awareness, tolerance and inclusion.

Aims

- 1) Improving education and related activities: The school will seek and follow the advice of the LA services such as specialist teachers, advisers and outreach departments and appropriate professionals from the local NHS
- 2) Improving the physical environment: The school will take account of all reasonable changes to be able to support the needs of pupils and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishments of the site.

3) Improving the provision of information: The school will make itself aware of local services, including those provided through the LA, for help in providing information in alternative formats when required or requested.

We are restricted in terms of improvements because the building is listed. However, accessibility would be reviewed if there were any planned changes to the building or site.

What we have achieved :	Strategies	Responsibility	Success Criteria	Time Frame
Accessibility Plan is an annual agenda item at Fairlawn Primary Governing Body	Clerk to Governors adds to list for Governing Body meetings. Plan is shared and discussed	Governors and SLT	Adherence to legislation	Annually
Staff receive disability awareness training e.g. trauma informed schools, dyslexia awareness, speech and language training.	We provide training for members of the school community as appropriate We aim for all staff to feel confident and equipped to meet a range of needs	SLT	Whole school community aware of how to support stakeholders with disabilities to ensure equal access	Ongoing
We ensure that all policies consider the implications of disability access.	Governors to consider in the reviewing of all policies.	Governing Body	Policies reflect current legislation and ensure equality.	Ongoing

We maintain and develop accessibility of the building.	PEEPs for individual pupils maintained and up to date. All plans for new works to include accessibility. Maintenance of visible markings on all steps for visually impaired.	Governing Body/SLT	All staff working with children who have PEEP's are made aware, and have a copy, of these. All plans for new works to include accessibility.	Ongoing
We ensure that the corridors are kept clear to enable all to access the classrooms.	Keep corridors tidy and clear including after school. Class monitors identified to ensure all is tidy after break times.	After school manager, premises manager.	Corridors are kept clear and tidy to allow all to have access to classrooms.	Daily
Our site is built into a hill with stepped access to most areas. We can enable wheelchair access to our ground floor via our vehicle slope.	Car access provided for wheelchair users and a parking space. Each case considered individually.	Head teacher and premises team	We have enabled wheelchair access although site is built on a hill and the only access is steps.	Ongoing When required
Curriculum Access				
We continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDco provides/organises training opportunities for staff in line with requirement.	SENDCo	Staff ensure children with SEND can access the curriculum.	On-going
We ensure that we meet the needs of individuals during	Children are assessed, in accordance with regular classroom practice and additional time, use of	Year 6 teachers and SENDCo	Barriers to learning will be reduced or removed, enabling children to succeed.	We ensure that we meet the needs of

KS2 SATs tests.	a reader or a scribe will be applied for as required.			individuals during KS2 SATs tests.
Increase access to the curriculum for pupils with a disability	<p>We offer a differentiated curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>We provide resources to help pupils who require support to access the curriculum</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	SLT teaching staff	Barriers to learning will be reduced or removed, enabling children to succeed.	Ongoing
Communication				
We ensure that all parents/carers and other members of the school community can access information.	Written information is provided in alternative formats as necessary.	Office manager	All parents/carers and other members of the school community are able to access information.	As required
We ensure that parents who are unable to attend the school will have the opportunity to access parent/carer meetings with class teachers.	Class teachers to conduct parent/carer meetings by phone, online or send home written information.	Class teachers	Parents are kept up to date with their child's progress in school.	Termly

Targets	Areas	Strategies	Timescale/responsibility	Success criteria
To continue to explore opportunities to make our building more accessible	Entrance gates updated to allow for improved pedestrian flow External doors updated with fobs Side access to school	A program of bids Investigate side access with developers on adjacent site	Ongoing/ SLT and premises	Improved access to the building
To continue to update our technology use in school so that we are using it as an accessibility tool to overcome barriers to learning and to communication	Walkie talkies as communication between adults during outdoor play and learning- allowing children more accessibility site Google translate to communicate with non-English speakers Online tutoring services Updated ipads and apps Audio library	Keep up to date with research and LGFL Work closely with IT provider	Ongoing /SLT/ Governors/ Teachers	Improved access to learning through the use of technology