Fairburn View Primary School

Accessibility Plan

May 2026

Version: 1

Prepared By: Jenny Allison

Date Taken to Governors:

Signed by: _____

Head Teacher – Alex Webb

Signed by: _____

Chair of Governors – Jonathan Foster

Review Date: May 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Fairburn View we aim to provide a broad and balanced curriculum which is accessible to all pupils. We aim to promote resilience in an environment which is free from discrimination, harassment and victimization for everyone whatever disability, race, religion, belief, gender, gender reassignment or age they are.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Where appropriate Fairburn View will seek advice and support from the local authority to ensure pupils' needs are met.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions	Person Responsible	Date to complete actions by	Outcome
Increase access to the curriculum for pupils with a disability	•Our school offers support and scaffolding to enable all pupils to access a broad and balanced curriculum	Staff receive training and support on scaffolding strategies	On going	AW	Ongoing 25/ 26	
	•We use resources tailored to the needs of pupils who require support to access the curriculum	Pupils' needs are to be identified and supporting resources are then provided quickly	Sharing best practice Order and provide resources as needed	AW / class teachers	Ongoing 25/26	
	Curriculum resources include examples of people with disabilities, of different faiths, of different race and of different life choices.	Across the whole school Books, concrete resources and displays show a full range of people and situations. This to be whole school practice.	Show diversity in resources and display	AW / Class Teachers / Subject Leaders	Ongoing 25/26	
	•Curriculum progress is tracked for all pupils, including those with a disability	Curriculum progress is tracked through subject monitoring and moderation.		AW / Class Teachers / Subject Leaders	Ongoing 25/26	

	•Targets are set effectively and are appropriate for pupils with additional needs	Individual targets set by teachers and pupils on OPP's and by all stakeholders on MSP's and EHCP's		AW / All stakeholders	25/26	
	•Staff understand that EHCP and MSP outcomes and targets are prioritised for these pupils		Ongoing monitoring and moderation			
	•The curriculum is reviewed to make sure it meets the needs of all pupils	Curriculum is regularly reviewed by Subject leaders and SLT and is cascaded to all teaching and support staff.		AW / SLT / Subject Leaders / Class Teachers	Ongoing 25/26	
	•Pupil voice	Pupils to be given frequent opportunity to give feedback	Regular pupil voice meetings for all areas Time and resources supplied as needed	AW/ SLT / Class teachers	Ongoing 25/26	

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Sensory room and sensory provision within classrooms as needed • Hoist • Staff training to be able to meet the individual access requirements of children.	Evac chair training for new staff / staff working with pupils in need of Evac chairs. Calm room being developed into a soft room for Sensory room moved back into the main building Hoist Training	Training to be booked /organised	AW / SLT / Learning mentors	ASAP	
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes:	Support for staff new to role or new to a communication method Good practice shared.	Training given where needed. Work alongside outside agencies where necessary.	AW/ SLT	Ongoing 25/26	

	•Internal signage •Large print resources •Induction loops •Pictorial or symbolic representations •Makaton					
Develop opportunities to support the pastoral needs of pupils, especially those struggling with their emotional and mental health.	MHL in place Learning Mentor in school supporting many children with their emotional health. New Learning mentor for SEMH Strong links formed with Future in Minds and the Family First Hub. Staff know how to reach out for further support for a pupil. Inclusion meetings. Strong support in place for families by the DHT, AHT, LMx2 and SO. Full understanding of how	Good practice shared through school.	Staff to be trained in Trauma and Attachment. (The Key) Staff to be trained in EBSA (The Key)	SLT / AW AW/ JA/ TR /MJ	Ongoing 25/26	

	this affects the whole family.					

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by A Webb – Head Teacher and SENCO,

It will be approved by Alex Webb – Headteacher and M Rudge-Priestley – SEN Governor.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Safeguarding Policy
- Special educational needs (SEN) information report
- SEND policy
- SEN Information report