



Fairfield High School **Accessibility Plan**

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Principal	
Date of next review	September 2026

On 1 October 2010, the **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The **Equality Act 2010**, requires all Schools to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the **Equality Act 2010**.

The purpose of this Accessibility Plan is to:

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

Fairfield's Mission, Aims and Values

Mission

High quality educational opportunities in a challenging and stimulating atmosphere, enabling individual development for all within a culturally rich and caring school

AIMS

- The School will provide a challenging and stimulating education which responds to the needs of all students and ensures that each individual has the opportunity to achieve his/her potential
- The School will promote and celebrate its unique ethos and identity through a commitment to equal opportunities and the development of the School as a high quality learning centre for all members of its community
- The School will provide the opportunity for students to develop a sense of responsibility and strong values to assist students in becoming outstanding citizens
- We believe that all students should be courteous and prepared for learning; respect the rights of others and their surroundings and engage fully in their own learning

Values

- Creative – Thinking in original ways to achieve new and valuable results
- Ethical – Ensuring that our actions are informed by what is right, just and fair
- Global Citizens – Working for a just, sustainable future in local, national and international communities
- Inclusive – Valuing and respecting everyone's unique characteristics, identity and contribution to Fairfield
- Individual – Recognising everyone's needs and talents and allowing each person to flourish
- Aspirational – Fostering ambition and perseverance so that all achieve at the highest possible level

Access to the Curriculum

Fairfield High School is committed to ensuring that the school curriculum is accessible for all pupils.

In line with the Teacher's Standards framework (2011) we make the education of pupils our first concern. We are accountable for achieving the highest possible standards in work and conduct. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of our pupils. We endeavour to:

- Adapt teaching to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

We will:

- Ensure our curriculum offer reflects the world our students live in and is regularly reviewed, while offering support networks which address the needs of learners, based on each student's abilities.
- Create a seamless transition from KS2-KS3 by working closely with our partner schools at associated levels in curricular delivery, opportunity and learning pedagogy.
- Identify early, through the use of data and observations, those students needing support at classroom, subject and whole school level.
- Use a range of inclusive strategies (including use of ICT) to promote access to the curriculum.
- Evaluate the outcomes of our current provisions and the value for money it provides (including the use of Pupil Premium Grant).
- Ensure teaching and support staff are provided with opportunities for Professional Development to enhance curriculum and teaching provisions.
- Ensure students with physical disabilities are supported to access a full curriculum, considering their needs with their families.
- Keep parents and carers informed of support offered to their children as well as curriculum developments and changes.

Monitoring:

Access to curriculum will be monitored by SENCO and findings reported to LGB via SEND Governor

Access to the Environment

Fairfield High School is committed to ensuring that the school environment is accessible for all pupils and staff who use it.

The school will make any reasonable adjustments necessary to the physical environment to ensure accessibility for disabled members of the school community.

We will:

- Maintain current systems in place to support access to the environment e.g. lift system, hand rails, adjustable desks
- Make reasonable adjustments following advice and guidance provided by specialist agencies to ensure access for disabled pupils e.g. Sensory Support advising on necessary changes to support Visually Impaired students
- Consider provision of auxiliary aids to ensure disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment e.g. purchase of coloured overlays for pupils with visual stress difficulties
- Liaise with primary schools, parents/carers and specialist agencies to ensure disabled pupils have appropriate access to facilities to meet the needs of their disability e.g. providing access to appropriate spaces for pupils with medical needs to self-medicate

Monitoring:

Access to environment will be monitored by SENCO and findings reported to LGB via SEND Governor

Access to Information

Fairfield High School is committed to ensuring that the information is accessible for all pupils and parents/carers.

The school will make any reasonable adjustments necessary to the information created to ensure accessibility for disabled members of the school community.

We will:

- Provide accessible information for disabled pupils and their parents/carers
- Provide appropriate mediation of information to ensure access for pupils e.g. modifying written information into braille format for visually impaired pupils
- Where reasonable, respond to parent/carer requests to provide information in alternative formats to written English
- Use appropriate and identified forms of communication to disseminate information to parents/carers e.g. email, telephone, written communication

Monitoring:

Access to information will be monitored by SENCO and findings reported to LGB via SEND Governor

Review Date:

This Plan will be reviewed at the end of the three year cycle stated on the front of the plan.