



Accessibility Plan

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This policy was adopted in March 2026

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.

Our Vision

Fairfield is an exciting and vibrant school where we ‘live, work and play together’ in a stimulating environment. Our school aims to provide the best possible opportunities to develop the skills, knowledge and attitudes that are a firm foundation to learning. This is achieved through high expectations for all our children, sharing, supporting and encouraging learning, and developing effective partnerships between home and school

Our Values:

Our values are underpinned by the Four Purposes:

- As ethical informed citizens, we are **respectful** and **compassionate**
- As enterprising, creative contributors, we are **determined** and able to **think ‘outside the box’**
- As ambitious, capable learners, we are **resilient** and **inquisitive**
- As healthy and confident individuals, we are **positive, kind** and **happy**

Motto:

‘Live, work and play together’

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. As a Local Authority School, Fairfield Primary works with Vale of Glamorgan LA in all planning and delivery of implementation plans. 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.

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](#).

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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.

'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	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Ensure access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is continually reviewed to make sure it meets the needs of all pupils 	<p>Pupil Progress Meetings half termly</p> <p>Review and update resources as required</p> <p>Ensure whole school curriculum is inclusive</p> <p>Half termly Pupil Progress Meetings</p> <p>IDPs, One Page Profiles, regular reviews</p> <p>Termly monitoring activities</p>	<p>GJ RB</p> <p>Class teachers, SLT</p> <p>Class teachers SLT RB</p> <p>ALNCO</p> <p>ALNCO SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Reviewed termly</p> <p>Termly</p> <p>Termly</p>	<p>All children's needs are catered for and resources meet needs of children with additional needs</p> <p>Children are making strong progress from own individual starting points</p>

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Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>ALN and Medical register and information on children with additional needs to be regularly updated.</p>	<p>We ensure the ALN register reflects current pupils being supported. Add relevant notes to ALN register. Ensure Medical register and Health Care plans are up-to-date</p> <p>Liaise with parents and external agencies (eg.paediatricians) to ensure we receive up-to-date reports</p>	<p>ALN and Medical needs will be up-to-date.</p> <p>Teachers, LSAs and other adults working with children will be aware of the needs of children in their class</p>	<p>GJ RB</p> <p>Class teachers, SLT</p> <p>Class teachers SLT RB</p> <p>ALNCO</p> <p>ALNCO SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Reviewed termly</p> <p>Termly</p> <p>Termly</p>	<p>All children's needs are catered for and resources meet needs of children with additional needs</p>

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Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● The school is on one level, access for disabled pupils is made a little easier. Generally movement around school is not restricted ● Ramps where needed ● Corridor width ● Good corridor access (minimum storage/blocking of access) ● Disabled parking bays for easy access ● Disabled toilets available for adults ● Furniture, equipment and signage are organised to optimise ease of access and movement for pupils with physical disabilities including wheelchair users 	<p>Check access round school building/premises</p> <p>Health and safety walkrounds to check access</p> <p>Annual health and safety check by LA</p> <p>Advice and guidance from LA to enable accessible provision</p>	<p>RB/GJ</p> <p>RB and Governors</p>	<p>Summer 26</p> <p>Termly</p>	<p>Physical environments at both sites are accessible for the needs of children in</p>

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Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods as appropriate to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille ● Makaton ● Pictorial or symbolic representations 	<p>Learning environment walk</p>	<p>SLT</p>	<p>Summer 26</p>	<p>Children are able to access all communications with the support of appropriate aids</p> <p>Staff are trained appropriately Staff use a range of communication methods as appropriate to need</p>

Physical access: To improve the physical environment of the school to increase the extent to which disabled pupils are able to attend and be educated within their local mainstream schools with their peers.

Procedural Actions					
The following issues have been discussed and agreed with stakeholders to make necessary arrangements and promote disability equality. Monitoring and evaluation is carried out to ensure procedures are maintained.					
Actions / Procedures	Responsibility	Monitoring and Evaluation	Timescale M&E	Resources	Training
Corridors are kept tidy and clear of obstructions	All	HT Caretaker	Daily	Directed Time	Caretaker
Doorways are kept clear of obstructions. Where fitted automatic emergency door closure systems are maintained.	All	HT / Caretaker	Daily	Directed Time	Caretaker
Notices and signs should be displayed at appropriate heights for all users	HT / Caretaker	HT / Caretaker	Half-termly	Directed Time	Caretaker
Disabled Toilets / Changing Areas are kept tidy and clear of obstructions	All	HT / Caretaker	Daily	Directed Time	Caretaker
Emergency Routes and exits are kept tidy and clear of obstructions	All	HT / Caretaker	Daily	Directed Time	Caretaker
Movement and routes around classrooms are kept tidy and clear of obstructions	All	HT / Caretaker	Daily	Directed Time	Caretaker
Flooring maintenance -ensure cleaning procedures reduce slip hazard -matting is well maintained and allow wheelchairs /apparatus to run smoothly -carpet areas are maintained and suitable for wheelchairs /apparatus to run smoothly	HT MW/Caretaker Cleaners All to report concerns	HT / Caretaker	Daily	Directed Time	Caretaker

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 the Governing Body and will be continually monitored by SLT. It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy