# Accessibility Audit and Plan

**FAIRFIELD**
HIGH SCHOOL

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| **Approved by:** | Board of Directors | |
| **Signed by:** | Chair of Directors | |
| **Written by:** | Ruth Green | Sept 2024 |
| | SENDCo | |

# Fairfield High School Accessibility Audit and Plan

This audit and plan covers all three main strands of the planning duty.

1. **Physical Access – improving the extent to which disabled students are able to take advantage of education and intervention.**

   The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escapes routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.  Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

   Physical aids to access education cover things such as ICT equipment, enlarges computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

   The Fairfield High School site is a collection of buildings of varying ages from 1881 to modern portacabins.  The site is on many different levels with different gradients and a variety of steps.  Careful planning needs to be in place with this Accessibility and Audit Plan.

2. **Learning Access – increase the extent to which disabled students can participate and achieve within the schools' curriculum.**

   The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

   Many adjustments to access will be dependent on individual needs.

3. **Information Access – improving the delivery of information to students with disabilities. Any students requiring additional support are clearly identified on entry to the school and throughout their career.**

   Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.  An Individual Education Plan (IEP) will be in place for any students with these difficulties so that staff know how best to meet their needs.

   VI = Visually Impaired
   HI = Hearing Impaired
   PI = Physically Impaired

# Fairfield High School

PHYSICAL ACCESS AUDIT AND PLAN

| Item | Issue | RAG rating | Comments | Action Plan |
|------|-------|-----------|----------|-------------|
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | | *No current issues. Staff will consider needs of individual children where specific difficulties are identified and appropriate equipment will be purchased where necessary.* | |
| 2 | Are pathways and routes logical and well signed? | | *The building is largely well signposted.* | *Signage needs further updates to avoid confusion around locations of different classrooms. Site manager will be amending these over the next few months.* |
| 3 | Do you have emergency and evacuation procedures to alert all students? | | *Fire drills are held at least termly and all students are made aware of the necessary procedures.* | *Lockdown drills now need to be held on a longtermly basis, signage around the school and training for students needs to take place before Christmas so that all are aware of what to do in the event of a lockdown.* |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | | *Where needs are identified, additional equipment is purchased e.g. writing slopes, specialist cushions etc. Although furniture is not height adjustable, the school would consider buying such equipment if a student were to require it.* | |
| 5 | Do furniture layouts allow easy movements for students with disabilities? | | *Classrooms are large enough for students of all abilities to move around freely.* | |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? | | *The school has a small, quiet space close to the staff room which could be used as a calming environment. The NDW also accommodates this.* | |
| 7 | Are car park spaces reserved for disabled people near the main entrance? | | *This needs to be addressed as there are no designated disabled car spaces.* | |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? | | *There is a gentle slope to the main entrance which is fully accessible to wheelchair users. Although there are steps leading out into the school playground, wheelchair users would be able* | *Due to the age of the main building, this is not possible to accommodate.* |

| | | | to access the playground through the main entrance to the building. Classrooms in upper levels of the main house are not accessible for wheelchair users | All newer parts of the site are accessible though. |
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| 9 | Are steps needed for access to the main entrance? | | *Yes, see 11 below* | |
| 10 | Do all those steps have a contrasting colour edging? | | *No, but there isn't a student who needs this in place at present.* | *Steps to be painted with yellow trim or yellow nosing applied if a student who requires this due to VI joins the school.* |
| 11 | If there are steps, is a ramp provided to access the main building? | | *Yes.* | |

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| 12 | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | | *No. there is no hand rail on the slight slope leading to the main entrance. However, this ramp is only approx. 1m in length and the doorway frames are in reach at this point.* | |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? | | *No, a wheelchair user would need someone to hold open the door.* | *Site manager has looked at the possibility of this being installed but it is not cost appropriate vs need.* |
| 14 | If no, is an alternative wheelchair accessible entrance provided? | | *Yes, in the Nigel Davies Wing.* | |
| 15 | If there a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? | | *There is a small lobby prior to entering the main part of the building but it is spacious enough for wheelchair manoeuvrability.* | |
| 16 | Do all the internal doors allow a wheelchair user to get through unaided? | | *No, same as 13 above.* | |
| 17 | Do all the corridors have a clear unobstructed width of 1.2m? | | *Yes.* | |
| 18 | Does each block have a wheelchair accessible toilet? | | *There is a disabled toilet in the main block plus in the hygiene management room in the Nigel Davies Wing. Currently only one block has toilet access for all students.* | |
| 19 | Does the relevant block have accessible changing rooms/shower facilities? | | *Yes, There is a shower in the hygiene management room in the Nigel Davies Wing.* | |

| 20 | If the block is on more than one level, do the internal step/stairs have contrast colour edgings? | | This has been addressed in liaison with the Site Manager. | *Steps to be painted with yellow trim or yellow nosing applied should a student join the school who requires this.* |
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| 21 | Is there a continuous handrail on each internal stair flight and landing? | | *Yes.* | |
| 22 | Does the block have a lift that can be used by wheelchair users? | | *There is currently not a lift within the school premises.* | *This is not possible within the main house. Other newer accessible sites do not need a lift* |
| 23 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state. | | *No, there are currently no facilities to enable wheelchair users to access the first or second floors.* | *This is not possible within the main house. Other newer accessible sites do not need a lift* |
| 24 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | *Yes, wheelchair users are positioned in rooms where exiting the building is possible for them via the exit ramp.* | *Foldable evac chairs to be considered for step exits from portable cabin buildings.* |
| 25 | Are non-visual guides used to assist people to use the buildings? | | *Braille safeguarding guides are provided. VI visitors can also be provided with immersive reader technology to read school information if needed.* | |

| 26 | Could any of the décor be confusing or disorientating for students with disabilities? | | *Much of the décor is of neutral tone and there is limited high contrast between different areas; however there are no adults or children with VI who would be affected by this issue.* | |
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| 27 | Is a hearing induction loop available (either fixed or portable) in the school? | | *We do not currently have any students who require the use of a hearing loop.* | *This can be purchased at a cost of £200 should the need arise.* |
| 28 | Do emergency alarm systems cater for those with hearing impairment? (eg flashing light) | | *Not currently, although there are no students or staff with a severe hearing impairment in the school.* | *Again, this would be considered as the need arose.* |

LEARNING ACCESS AND AUDIT

| Item | Issue | RAG Rating | Comments | Action Plan |
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| 1 | Do you provide disability awareness training to engage all staff to understand and recognise disability issues? | | *This is completed as the need arises. One specific students training was completed Sept 22* | |
| 2 | Do arrangements for teachers and teaching assistants to have necessary training to teach and support children and young people with disabilities if required? | | *Staff are able to access training through Hoople or Local/Health Authority channels in addition to in-house training from the SENDCo or Educational Psychologist. Online courses are also used to upskill staff in SEN* | |
| 3 | Do staff seek to remove all barriers to learning and participation? | | *Yes, all children of all abilities are able to access all elements of curricular and extra-curricular activities.* | |
| 4 | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? | | *Yes, children with SEND make excellent progress in this setting.* | |
| 5 | Are children and young people encouraged to take part in music, drama and physical activities? | | *Yes, please see point 3 above.* | |
| 6 | Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education? | | *Yes, staff have a good understanding of ways in which experiences or activities can be altered to suit specific needs of children. The school does not currently have any children with identified disabilities however additional training would be offered should the need arise.* | |

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| 7 | Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? | | *Work is always adapted and additional resources/equipment used where necessary.* | |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | | *Additional support would be implemented in these situations to enable the child to successfully and safely participate in practical activities.* | |
| 9 | Do you provide access to appropriate technology for those disabilities? | | *Where necessary we use technology as recommended by specialist teachers or other professionals.* | |
| 10 | Are school visits, including overseas visits, made accessible to all children and young | | *All children's needs are catered for and they are all given the opportunity to participate, regardless of any SEND.* | |

| Item | Issue | RAG Rating | Comments | Action Plan |
|------|-------|------------|----------|-------------|
| | people irrespective of attainment or disability? | | | |
| 11 | Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | | *Staff are offered training as and when the need arises.* | |

INFORMATION ACCESS AND AUDIT

| Item | Issue | RAG Rating | Comments | Action Plan |
|------|-------|------------|----------|-------------|
| 1 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? | | *The SENDCo works closely with HI and VI specialist teams within the local authority and would therefore be easily able to seek support with this if necessary. We now have the facilities to access this if needed.* | |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | | *We now have the facilities to produce written information in different formats if needed.* | |

| Item | Issue | RAG Rating | Comments | Action Plan |
|------|-------|------------|----------|-------------|
| 3 | Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? | | *Purchasing Voice to Text technology, use of immersive reader and reader pens etc that is now in place enables us to make any information available for students with all disabilities.* | |

**AIM 1:  TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL CURRICULUM**

**Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with disability.**

SHORT TERM

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| For staff to have an understanding and recognition of disability issues. | Training provided to all staff around SEN strategies | Termly SEN training meetings are now ongoing. | SENDCo | Staff are fully aware of disability issues and are able to make reasonable adjustments to their practice in line with statutory guidance- this is in place and will be ongoing with regular audit, assessment and adaption of training to suit needs of the staff. |

LONG TERM

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| Ensure all children and visitors with HI/VI or PI are able to successfully access all elements of the school curriculum, using appropriate resources to do so. | Consider purchase of additional equipment and resources. Use of braille. Audio etc to complement this. | As the need arises – if students with such difficulties join the school. | SENDCo | All HI/VI/PI are able to access relevant equipment and resources according to their individual needs.- this is now in place for all students who need it. Safeguarding information has been converted to braille and latest technology purchased to increase accessibility. |

**AIM 2:  TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

SHORT TERM

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| All routes and locations around the school continue to be well signposted and easy to understand. | Add, repair, clean signage relating to the location of classrooms or other locations within the school. | 12 months- ongoing | Site Manager | All pathways and routes are logical and well signed.- this is ongoing- Work was completed last year to improve this but further signage is now being added to existing. |

LONG TERM

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| Students with VI/HI are able to fully access the school site safely | Yellow nosing or painting to steps/elevated areas in school | When a student joins the school who requires this in place. | Site Manager | All areas where trip hazard presents are made more obvious through yellow nosing etc |

**AIM 3:  TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED STUDENTS AND PARENTS**

SHORT TERM

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| Ensure that important information is available in a | Use word-processing software to produce information in a larger print and consider using | 12 Months. | SENDCo | Information is accessible to all- this is now in place. |

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| range of formats and is accessible to all. | iPads to produce verbal or visual formats of information as necessary. | | | |

LONG TERM

| Target | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To extend provision of information to students to a wider range of formats. | Consider braille or audio versions of information if the need arises. | When a student joins the school who requires these formats to be used. | SENDCo | Information for students is fully accessible regardless of need- this is now in place. |

Monitoring arrangements:

This document will be reviewed every 1 year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher and governing body.

Links with other policies:

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

Health and safety policy
Special educational needs (SEN) information report and policy
Students with Medical Needs Policy