Accessibility plan

Fairholme Primary School

Updated: January 2026

Review: January 2029

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 school is committed to ensuring equality of opportunity and fostering an inclusive environment where all pupils can thrive. We have high expectations for every child and are determined that no pupil is disadvantaged due to disability, additional needs, or individual circumstances.

In line with the Equality Act 2010, we take proactive steps to remove barriers to learning and participation. We make reasonable adjustments to the curriculum, the physical environment, and the provision of information so that all pupils can access learning and wider school life.

Inclusion is central to our school ethos. We work collaboratively with pupils, parents, staff, and external agencies to identify needs early and provide appropriate support. Our approach reflects Ofsted's focus on strong safeguarding, personal development, and high-quality education for all pupils.

Through ongoing evaluation and improvement of accessibility arrangements, we ensure that all pupils feel safe, valued, and supported to achieve their full potential.

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.

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: pupils, 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

NB – Definitions for objectives: Short Term - within 1 year, Medium 1 – 2 years

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	• 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 reviewed to make sure it meets the needs of all pupils. • Staff use a range of inclusive teaching strategies (such as visual supports, scaffolding and assistive technology) to support pupils with disabilities.	Provide ongoing staff training on differentiation and inclusive teaching strategies. Ensure lesson planning incorporates adaptations to meet the needs of all pupils. Maintain and regularly review resources tailored to pupils requiring additional support, including assistive technology. Include positive representations of people with disabilities in all curriculum materials. Monitor and track the progress of all pupils, including those with disabilities, through assessments and regular progress meetings. Set and review SMART targets for pupils with additional needs through SEN plans, provision mapping. SEND support plans, or EHCP outcomes. Conduct annual curriculum reviews to ensure accessibility and inclusivity, using feedback from pupils, parents, and staff to inform improvements	SENCO Senior Leader Team Subject Leaders Class teachers	Short Targets reviewed annually though: Termly through SEN mtgs Reviewed half termly in QA days	Success will be achieved when pupils with a disability can fully participate in all planned lessons and activities, demonstrating understanding and engagement at the same level as their peers. Evidence from learning walks or observations. Reduced barriers recorded in SEN reviews.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Adjustable-height desks and tables • Flexible classroom layouts to allow wheelchair movement • Quiet rooms or sensory spaces for pupils with additional needs • Step-free access to playgrounds and outdoor learning areas • Smooth, well-maintained pathways	Carry out an annual accessibility audit of the school site to identify any physical barriers to access for pupils, parents and visitors with disabilities. Ensure ramps are installed where required and kept in good repair to allow safe access to all main entrances and key learning areas. Review corridor widths and layouts to ensure they allow safe wheelchair access and movement, removing obstacles where necessary. Clearly mark and maintain designated disabled parking bays close to school entrances and ensure they are kept free for appropriate use. Ensure disabled toilets and changing facilities are available, clearly signposted, regularly checked and adapted as needed to meet individual pupil requirements. Review the layout of the library to ensure shelves, resources and seating are accessible to wheelchair users. Adapt classroom layouts and shared spaces to allow ease of movement for pupils with mobility needs. Work with external professionals (e.g. occupational therapists, local authority services) to implement additional environmental adaptations as required. Allocate budget and plan timescales for any required adaptations to ensure reasonable adjustments are made promptly. All relevant staff are appropriately trained in safe manual handling techniques to support pupils with physical disabilities when required.	Site Manager SENCO Headteacher	Short Term and Medium Term Reviewed termly in Premises meetings Termly weekly through Health and Safety walks.	Everyone can safely and independently move around and use all areas of the environment. Positive pupil/parent feedback.

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AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability.	- Internal signage - Large-print resources - Teaching staff routinely adapt learning materials to meet individual pupil needs, including the use of enlarged print, coloured overlays, dyslexia-friendly fonts, and simplified language where appropriate. - Visual supports such as pictures, symbols, timetables, now/next boards, and diagrams are widely used. - Information is delivered through a range of formats (spoken, written, visual, practical) to ensure lessons are accessible to pupils with different learning styles and disabilities. - Teachers regularly check pupils' understanding and re-explain instructions using alternative methods where necessary. - Assistive technology is used where appropriate, for example tablets, laptops, speech-to-text tools, or audio recordings to support pupils with physical, sensory, or learning needs. - Classroom environments are organised to minimise distractions and support pupils with sensory or attention needs. - Pupils with hearing or visual impairments are seated appropriately to ensure clear access to teaching, displays, and interactive boards.	Audit and update internal signage to ensure clarity, large high-contrast text, and child-friendly height. If possible, add pictorial or symbolic representations to all signage. Review signage annually for accessibility and accuracy. Identify pupils needing large-print resources and provide textbooks, worksheets, and digital materials in large-print format. Ensure digital resources have adjustable font size options. Train staff to produce and manage large-print materials. Maintain a central library or resource bank of large-print resources. Introduce visual timetables and symbol-based supports in classrooms. Use pictorial cues on labels, resources, and instruction cards. Train staff on selecting and using appropriate symbols (e.g., Widgit). Review and update pictorial supports regularly to match pupil needs.	Site Manager SENCO Headteacher SBM Class teachers	Short Term	Information is shared in ways that all pupils can access, using visual, audio, or simplified formats as needed. Pupils with disabilities can understand instructions and fully participate in lessons.

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 headteacher

It will be approved by the governing board.

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

> Special educational needs (SEN) information report

> SEND policy

> Supporting pupils with medical conditions policy