

Fairhouse Primary School



Accessibility Plan

Updated: September 2026

Accepted by governors: September 2026

To be reviewed: September 2027

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Fairhouse Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

The Accessibility Plan sets out the school’s plan in order to:

- (a) Increase the extent to which disabled pupils can participate in the school’s curriculum.
- (b) Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

- (c) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled and so that such delivery to disabled pupils is made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Our plan covers the following areas:

- Cognitive disorder
- Hearing impairment
- Visual impairment
- Physical impairment

Our plan will also take into account the voice of the pupil. Where possible, children will be given opportunities to share their concerns, their views and their ideas. Adaptations will be made as needed and the voice of the child will be heard and acted upon.

Cognitive Difficulties

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of specific learning difficulties/disorders that are relevant to a particular class or the school as a whole.	CPD	• Support and advice from AHT for Inclusion/Senco • Support and advice from any relevant specialist agencies including other schools with specialist knowledge as and when appropriate.	Relevant teaching staff and support staff Information sessions for peers when appropriate	As and when appropriate	• Staff will have an enhanced understanding of specific cognitive disorders that are pertinent to particular children in the school. • Peers will have greater understanding of disabilities relating to particular children.	AHT for Inclusion/Senco SLT
To increase the understanding of the diagnosis of specific disorders and levels of need associated with them.	CPD	• Access to specialist advice. • Ensure relevant information is shared with relevant staff, including supply cover • Liaise with other agencies supporting the pupil to ensure a cohesive approach to their learning and support. • Liaise with other agencies that are able to provide additional support and advice. • Use of appropriate and additional resources to support the children's needs.	Relevant teaching staff and support staff	As and when appropriate	• All staff working with the pupil have the necessary understanding, information and resources to effectively support the child and their needs. • AHT for Inclusion/Senco designated as monitoring support.	
To ensure full access to the curriculum at an appropriate level.		• Work differentiated/scaffolded in pace, style and content. • Consistent and structured approach to classroom management by all staff. • Enhanced pastoral support where necessary. • Regular home/school liaison. • Advice from subject leader. • Advice from local authority advisors. • Additional to and different from curriculum and support given	All staff	Ongoing	• All children have access to the curriculum at an appropriate level.	

		when necessary – Ordinarily Available including Targeted support processes in place to ensure all children have access to curriculum. • Reasonable adjustments/aids provided made/given to ensure the setting meets the needs of the child. • Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations. • Train staff on how to assess and meet the needs of pupil with learning disabilities, including recognition that these pupils will need more processing time and make slower progress in core subjects than their peers. • Carry out baseline assessment of pupils, aimed at their developmental stage, to identify gaps in skills and knowledge, and address these through explicit teaching. • Provide adequate time and support for teaching and consolidation of reading, writing and numeracy skills to the level of automaticity. • Use cumulative approaches to teaching, where prior learning is regularly revisited alongside small amounts of new information. • Use of a visual timetables and communication boards to enable the child to make sense of their day to lower anxiety.				
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		• Use of visual supports for tasks, including world maps, tables' grid etc to enable processing time. • Regular, timetabled sensory or movement breaks. • Access to a quiet space • Clear beginnings and endings to tasks and use of a task planner. • Support for social interaction and understanding • Prioritise the teaching of generalisable skills and life skills, allowing opportunities to practice these in a wide range of contexts. • Use a multi-sensory approach to maximise learning and pupil engagement. • When addressing literacy needs, avoid asking pupils to read in public unless they are comfortable to do so, instead find an area of strength for them to demonstrate. • Regularly place the pupil in a group where they can contribute knowledge. • Ensure the work/resources suit the pupil's chronological age, as well as developmental stage. • Use colour and visual clues to support reinforcement of key language and information. • Carefully consider presentation of work tasks i.e. font and type size, paper colour, quantity of written text, accessibility of language. • Provide pupils with photocopies of text to allow for highlighting of key vocabulary, and to reduce				
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		dependency on written note taking. • Demonstrate new concepts in a practical way, using relevant manipulatives, before moving to representational approaches (i.e. tables or charts) and finally abstract approaches (i.e. using mathematical symbols). • Help the pupil organise themselves by developing visual timetables, prompts and structures to support their memory and routines. • Use alternative methods for recording (i.e. mind maps, photographs, voice recordings), with a focus on methods that support revision of prior learning. • Use positive feedback when marking work, and focus on marking content rather than accuracy, neatness or quantity. • Provide interventions as outlined in One Planning and/or EHCP. • Bespoke weekly curriculum maps created for children with severe needs. • Use of 'The Ocean Room, 'Moon Room' and 'The Nest' for children with pastoral needs or severe SEND for brain breaks and additional curriculum needs.				
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Hearing Impairment

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
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To increase awareness and understanding of the impact of deafness or partial hearing on learning.	CPD PNI Specialist Teachers	• Key staff to attend relevant training/courses. • Support and training from Specialist Teacher Team • Support for assessments	All staff	As and when appropriate	• Staff will be aware of the need for a broad range of strategies to enhance the learning for deaf children.	SLT AHT for Inclusion/Senco
To ensure that children with a hearing impairment can fully access the curriculum at an appropriate level.	CPD Individual's hearing aids	• Access to specialist advice, particularly for alternative and additional forms of communication (e.g. sign language and lip reading). • Information displayed visually. • Subtitles	Pupils All staff	As and when appropriate	• All staff working with the child have increased confidence to meet the needs of children with a hearing impairment.	
To overcome potential barriers to learning and assessment.	SEN budget or budget specific to the child's needs	• Enhanced pastoral support. • Reduction of background noise through specific aids or arrangement of furniture. • Regular home/school liaison. • Regular monitoring of the child's support and effective use of equipment from the LA advisor for hearing impairment. • Assessment resources and arrangements • Support provided by external agencies (e.g. Specialist Teaching Team)	Children with a hearing impairment	As and when appropriate	• Pupils feel secure in school and have the opportunities provided to reach their potential. • High quality access opportunities for assessment	
To improve the physical environment to enable children with a hearing impairment to work effectively in the classroom environment.	Premises	• Investigate the acoustics of the classroom in line with DCSF guidelines. • Installation of loop or sound field systems. • Seating of child to facilitate lip reading. • Support provided by external agencies (e.g. Specialist Teaching Team)	Children with a hearing impairment	As and when appropriate	• Pupils feel secure in school and have the opportunities provided to reach their potential.	
To extend the use of sign language as a means of communication throughout the school.	CPD through specialist teaching team	• Further raise the profile of signing as a means of communication.	Children with a hearing impairment	As and when appropriate and ongoing	• Signing used for basic words and phrases (eg. Good morning, thank you etc) in the class that the child with a hearing impairment works in.	

					• Use of Sign displayed visually on notices and displays.	
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Visual Impairment

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of problems experienced by visually impaired pupils.	CPD	• CPD and support may be requested from the Specialist Teaching Team.	All staff	As and when appropriate	• Staff have an enhanced understanding of the difficulties experienced by visually impaired pupils.	AHT for Inclusion/Senco SLT Site Manager
Ensure visually impaired pupils can fully access the curriculum at the appropriate level.	CPD	• Access to specialist advice. • Work presented in an accessible format. • Raised/slanted desks if necessary. • Large print • Braille	All teaching and support staff working with a VI pupil.	As and when appropriate	• Stock of resources are available to support a VI child. • Work is presented in an accessible format according to their individual needs.	
Overcoming potential barriers to learning and assessment.		• Enhanced pastoral support. • Regular home/school liaison. • Regular monitoring by the LA advisor for VI. • Advice from the LA advisor for VI as to how to best support learning • PE activities (e.g goal ball) • Awareness	VI pupils and families.	As and when appropriate.	• Pupils feel secure in school and have the opportunities provided to reach their potential. • PE in differentiated and inclusive	

Improve physical environment to enable VI pupils to move easily and safely around the building.	Premises	• Audit the existing environment together with parents and VI advisor. • Consider rolling programme of replacing resources that would allow people with VI to move around the building with increased ease and safety. • Improvements can be achieved by increasing the contrast of one object to another, and by ensuring good lighting throughout the school. • Ensure clear areas of movement throughout the building, including ensuring doors are kept fully open or shut – not ajar. • Lighting should be kept consistent throughout and without shadow, particularly in corridors. • Where possible, all appropriate and uneven surfaces to be supported by handrails. • Equipment to be stored consistently in the same location, including the pupils' coat peg, drawer etc	All users of the building.	Ongoing. As and when appropriate	• School is made as safe and accessible as possible for VI pupils/stakeholders.	AHT for Inclusion/Senco SLT Site Manager Health & Safety governor
To maintain the visibility of steps around the school site.	Premises	• Continue to paint/mark the outside edge of steps around the site.	VI pupils and stakeholders.	Ongoing	• Steps are more clearly visible to people with a VI.	

Physical Disability

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of physical disabilities.	CPD	• Staff training if necessary for all staff who will be working with the pupil. • Training for peers / year group / whole school	All staff	As and when appropriate	• Staff and pupils will have an enhanced understanding of physical disabilities that may affect children in the school.	AHT for Inclusion/Senco SLT Manager Site Manager
Increased information on level of incapacitation and additional needs of children with physical disabilities.		• Access to specialist advice on specific equipment needed to support a specific disability.	All staff	As and then appropriate	• Pupils feel secure in school and have opportunities provided to reach their potential.	
To ensure that disabled pupils can access the necessary parts of the school.		• All areas of the school are accessible by a portable ramp. • Ensure that all pupil coat pegs, drawers and furniture are at appropriate heights. • Sinks, taps and play equipment to be at a suitable height and suitable for pupils with poor motor skills. • Playground markings to promote appropriate motor planning games and route planning. • Handrails to be placed adjacent to steps. • Alternative means of access determined to avoid difficult steps. • Doorways are wheelchair accessible. • Liaise with health authority staff when considering the height of any toilet aids and equipment that may be required. • All uneven surfaces on the premises to be monitored and repaired. • Any obstacles, steps or uneven surfaces that cannot be removed to be clearly marked.	Pupils, parents, staff, governors and visitors who have a physical disability	As and when appropriate	• Pupils will have physical access to all of the necessary parts of the school.	

		• The tread and riser of steps to be clearly marked with a contrasting colour.				
To actively encourage disabled parents to fully participate in school life.	Premises	• Ensure activities held for parents are in accessible places. • Ensure activities held for parents take account of the specific needs of disabled parents. • Home school liaison	Parents with disabilities	Ongoing	• Parents with disabilities feel they can be actively involved and welcomed into school and school life.	
To ensure that pupils with disabilities have a suitable workstation/desk in class.	Furniture budget or budget specific to the child's needs	• Liaise with appropriate specialist advisor from the local authority. • Purchase of suitable workstation where needed. • Reorganisation of furniture/ work stations to accommodate the child's physical needs where necessary.	Pupils with a disability	As and when appropriate	• Child with physical disability to have a suitable workstation/ desk.	AHT for Inclusion/Senco SLT Class teacher

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To ensure that the physical environment meets current and anticipatory needs of pupils and staff.	Premises, furniture budget or budget specific to the child's needs	• Analysis of needs of disabled person, detailed transfer meeting prior to the child starting school seeking specialist advice if necessary. • Purchase specialist equipment or adaptation of existing equipment. • Ongoing review of equipment in line with the needs of the child/adult. • Support from PNI Specialist Teacher Team when necessary.	Pupils, parents, staff, governors and visitors who have a physical disability.	Ongoing	• Physical environment meets the needs of the disabled person and is reviewed regularly.	AHT for Inclusion/Senco SLT Site Manager Health and Safety governor

To ensure that all visitors to Fairhouse have access to the entrance of the buildings. NB: At Fairhouse, there are stairs to access the building.	There is no wheelchair access to the 2 nd storey.	- Disabled car parking space always available. - There is a route to the hall and other rooms in KS2	Pupils, parents, staff, governors and visitors who have a physical disability.	Ongoing	All visitors have access to the key areas of Fairhouse Primary School.	
To ensure that pupils who have a disability are participating fully in school life.		- Monitor uptake of extra curricular activities (including school trips) by pupils with physical disabilities. - Risk assessment carried out with careful consideration to the physical needs of the child. - Advanced notes to activity providers - Curriculum subjects modified to meet the needs of all	Pupils with a physical disability	As and when appropriate and ongoing	Pupils who have a physical disability take a full part in school life.	AHT for Inclusion/Senco SLT

Medical Needs

Aim	Available resources	Activity	Recipients	Timescale and cost	Success Criteria	Monitored by
To increase awareness and understanding of the medical needs of pupils.	CPD	- Staff training if necessary for all staff who will be working with an identified pupil. - Peer training - Meetings with the school nurse and parents.	All staff	As and when appropriate	Staff will have an enhanced understanding of specific medical needs that may affect children in the school.	AHT for Inclusion/Senco SLT
To ensure that staff working with a child, with medical needs, have necessary information on the impact of medical needs and additional needs that may arise from these needs	CPD School nurse Specialist Doctors	- Access to specialist advice on specific equipment needed to support the specific medical need. - Specialist advice and training related to working with the specific medical need. - From September 2026 with the introduction of Benedict's Law schools will create Individual Health Care Plans for children with known allergies. Other	All staff	As and when appropriate	- Staff are aware of any impact the medical needs will have on the child's learning or any adaptations to the curriculum/learning environment that may have to be made. - Medical care plan/Individual Health Care Plans written and followed.	AHT for Inclusion/Senco SLT

		Medical Care Plans are drawn up to outline the child's needs and support. These are reviewed annually or before this, when changes have been made.				
To ensure that pupils with a significant medical need participate fully in school life, including extra curricular activities and school trips.		• Risk assessment carried out with careful consideration to the medical needs of the child. • Monitor uptake of extra curricular activities (including school trips) by pupils with medical needs. • Work with medical professionals to ensure child's needs are catered for.	Pupil with significant medical need.	As and when appropriate	• Child with significant medical needs is able to participate fully in educational visits and extra curricular activities.	AHT for Inclusion/Senco SLT