

# Accessibility Plan

Fairisle Junior School



**Approved by:** Full Governing Body

**Last Reviewed:** November 2025

**Next Review Date:** January 2029

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### 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 Children with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable Children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to Children with disabilities

Our school aims to treat all its Children fairly and with respect. This involves providing access and opportunities for all Children without discrimination of any kind.

***At Fairisle Junior School, the principles of inclusion are centered around creating a respectful, equal, and supportive environment for all children. The school values diversity and ensures that every child, regardless of background, ability, or need, is treated with dignity and has access to the same opportunities for learning and growth. The school will not tolerate discrimination of any kind and is committed to educating children to celebrate the diverse world we live in. Through collaboration, empathy, and understanding, the school fosters an atmosphere where everyone feels valued. Special care is taken to ensure that all children, including those with special educational needs or disabilities, can access resources and participate fully in both academic and extracurricular activities. The school also prioritises emotional well-being, aiming to support personal growth in a safe and inclusive space where every child can thrive.***

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, including: Children, parents/carers, 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 Children 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	OBJECTIVES & ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO BE COMPLETED	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for children with a disability.</b></p>	<p>Increasing access to the curriculum for children with a disability is a key aspect of creating an inclusive and supportive learning environment. This ensures that all children, regardless of their physical, sensory, or cognitive needs, can fully engage with their education and achieve their potential. Below are several strategies that we as a school have developed to ensure all children have access to the curriculum:</p> <p><b>Adapted Lessons:</b> Lessons are adapted so children can understand and engage with the curriculum, reducing barriers caused by difficulties with reading, writing, processing, attention, or communication e.g. resources are enlarged for those children with a visual impairment.</p> <p><b>Dual Coding, Clear Visual and Auditory Cues:</b> We ensure that all instructions are both verbally spoken and visually displayed on the board or screen. This benefits children with hearing impairments, learning disabilities, or those who struggle with processing spoken instructions alone. Dual coding is a cognitive theory and learning strategy that combines verbal information (words) with visuals (pictures, diagrams) to enhance understanding and memory.</p> <p><b>Simplified Language:</b> We simplify complex texts and instructions to make them more accessible for children with learning disabilities or language processing difficulties. We use clear and direct language, and provide vocabulary lists or glossaries for unfamiliar vocabulary.</p>	<p><b>Short Term Objective: Identify the curriculum subjects that children with disabilities are struggling to access the most.</b></p> <p><b>Actions to be taken:</b> SENCo and Curriculum Lead to gather and review assessment data, progress records, and individual support plans for children with disabilities.</p> <p>Teachers to identify subjects where children require the highest level of support or adaptation.</p> <p>Pupil voice activities to gather feedback on which subjects children find most challenging to access.</p> <p>Parent/carer feedback to be sought regarding barriers to learning in specific curriculum areas.</p> <p>Lesson observations and learning walks to identify access barriers in different subjects.</p> <p>Findings to be collated by the SENCo and Curriculum Lead and shared with subject leaders and the senior leadership to inform future planning.</p> <p><b>Medium Term Objective: To embed the good practice that is taking place in core subjects in the wider curriculum.</b></p> <p><b>Actions to be taken:</b> SENCo, Curriculum Lead and subject leaders to identify and share effective inclusive</p>	<p>SENCo, Curriculum Lead &amp; Subject Leaders</p>	<p><b>Short Term Objective:</b> By the end of the academic year (25/26)</p> <p><b>Medium Term Objective:</b> Autumn 2026</p> <p><b>Long Term Objective:</b> Ongoing</p>	<p><b>Short Term Objective:</b> Assessment data and support plans for children with disabilities have been reviewed and analysed.</p> <p>Teachers have identified curriculum subjects where children with disabilities experience the greatest barriers to access.</p> <p>Pupil voice show that children can clearly identify subjects they find most challenging. Parent/carer feedback has been collected and contributes to understanding barriers to learning.</p> <p>Lesson observations and learning walks identify common access challenges across curriculum areas.</p> <p>A clear summary of findings is produced by the SENCo and Curriculum Lead.</p> <p>Identified priority subjects are shared with subject leaders and senior leadership to inform future planning and targeted support.</p> <p><b>Medium Term Objective:</b> Inclusive strategies used effectively in English and</p>

	<p><b>Breaking Down Tasks:</b> We break down lessons into smaller, manageable steps for children with difficulties in maintaining focus or organising tasks. Task boards are also used to support children with memory.</p> <p><b>'I do, We do, You do' approach:</b> This gradual release of responsibility supports all learners in being successful. Teachers first demonstrate a skill ('I do'), then practice it with children together ('we do'), and finally have the children complete the task independently ('you do'). It helps children move from observing to supported practice, building confidence before tackling new material on their own, and ensures they don't jump straight to independent work without support.</p> <p><b>Personalised Learning Plans:</b> Children are provided with individual education plans (IEPs) that outline the specific needs and accommodations required for students with disabilities. This might include modified curriculum goals, additional time for tasks, or specific assistive devices.</p> <p><b>Co-production of IEPs:</b> We work closely with the child's family to understand their specific needs, challenges, and strengths. Parents can offer valuable insights into their child's learning preferences, triggers, and effective strategies for support.</p> <p><b>Inclusive Extracurricular Activities:</b> We ensure that children with disabilities can participate in extracurricular activities with the necessary adjustments or support.</p> <p><b>Specialist Support:</b> Teachers and support staff collaborate with external specialists (e.g., speech therapists, occupational therapists, visual impairment advisors) to get advice on strategies or modifications specific to individual children's needs.</p>	<p>strategies currently used in English and Maths (e.g. scaffolding, visual supports, adapted resources).</p> <p>Staff training sessions to model how these strategies can be applied in foundation subjects such as science, history, geography, and PE.</p> <p>Teachers to adapt medium-term plans across the wider curriculum to include agreed inclusive practices and reasonable adjustments.</p> <p>Subject leaders to monitor the use of inclusive strategies through learning walks, planning reviews, and pupil discussions.</p> <p>Good practice examples to be shared in staff meetings and included in school guidance documents.</p> <p><b><i>Long Term Objective: Teachers will receive regular training and professional development on how to work with children with disabilities and how to differentiate instruction. Training on disability awareness, inclusive teaching strategies, and specific disabilities.</i></b></p> <p><b>Actions to be taken:</b> Develop and implement a rolling programme of SEND and inclusion-focused professional development for all teaching and support staff.</p> <p>Provide regular training sessions led by the SENCo, external specialists, or local authority services focusing on disability awareness and inclusive classroom practice.</p> <p>Deliver targeted training on specific disabilities (e.g. ASD, ADHD, sensory impairments, physical disabilities) based on the needs of children within the school.</p>			<p>Maths are identified, documented, and shared with all staff.</p> <p>Staff training sessions have been delivered, and teachers demonstrate understanding of how to apply these strategies in foundation subjects.</p> <p>Medium-term planning across the wider curriculum shows clear evidence of adaptation, scaffolding, and reasonable adjustments.</p> <p>Lesson observations, planning scrutiny, and pupil discussions confirm that inclusive practices are being consistently applied in non-core subjects.</p> <p>Examples of good practice are recorded and shared in staff meetings and school guidance documents.</p> <p>Children with disabilities show improved engagement and access to learning across all curriculum areas.</p> <p><b>Long Term Objective:</b> All teachers and support staff attend regular SEND and inclusion training sessions.</p> <p>Staff demonstrate increased confidence and understanding when working with children with disabilities, evidenced through feedback and self-evaluation. Inclusive teaching strategies and effective adaptation are consistently evident in lesson</p>
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	<p><b>Emotional and Social Support:</b> As a school, we provide support for mental health and well-being, such as, accessing the MHST and working directly with the inclusion team for emotional regulation support.</p> <p><b>Educational Trips:</b> All children are able to access all educational trips. Reasonable adjustments are made and guidance is followed. All new visits are completed by staff beforehand and guidance from EVOLVE is followed. These trips enhance the learning that takes place in the classroom and can support retaining the learning.</p> <p><b>Organised and clutter free environments:</b> Our learning spaces are organised and free from excessive distractions, especially for children with ADHD or autism, as a well-structured environment can improve focus.</p>	<p>Include inclusive teaching and differentiation / adaptive teaching strategies as a standing item in staff meetings and INSET days.</p> <p>Support new staff through induction training that includes SEND policies, reasonable adjustments, and inclusive practice.</p> <p>Encourage peer observation and sharing of good practice across classes and subjects. Monitor the impact of training through lesson observations, planning scrutiny, and pupil progress outcomes.</p> <p>Review training needs annually and update the professional development programme accordingly.</p>			<p>planning and classroom practice.</p> <p>Children with disabilities are able to access learning across the curriculum with appropriate support and reasonable adjustments in place.</p> <p>Pupil engagement, independence, and progress improve over time.</p> <p>Feedback from children and parents during the co-production process indicates improved access to learning and support.</p> <p>Lesson observations and monitoring show inclusive practice embedded across the school.</p>
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<p><b>Improve and maintain access to the physical environment.</b></p>	<p>Improving and maintaining physical access in a school accessibility plan is crucial for equal opportunity, legal compliance (<a href="#">Equality Act 2010</a>), enhanced learning, and fostering inclusion.</p> <p><b>Reviewing the school site:</b> As a school, we regularly review the school site to identify physical barriers to access. When building work is needed to change the structure and layout of the school, considerations for any children, staff and visitors that may have a disability.</p> <p><b>All spaces are accessible and safe:</b> Regular checks made by the Headteacher, Site Team and external inspectors ensure classrooms, corridors, toilets, and shared spaces are accessible and safe.</p>	<p><b>Short Term Objective: Ensure all immediate physical access needs are identified and addressed.</b></p> <p><b>Actions to be taken:</b>            Conduct a thorough review of all classrooms, corridors, toilets, playgrounds, and shared spaces to identify minor barriers.</p> <p>Make small-scale adjustments where needed (e.g., additional handrails, clear signage, lighting improvements, removal of clutter).</p> <p>Check and update personalised emergency evacuation plans for children with mobility needs.</p>	<p>Headteacher, SENCo &amp; Business Manager</p>	<p><b>Short Term Objective:</b> Spring 2026</p> <p><b>Medium Term Objective:</b> End of academic year 2027</p> <p><b>Long Term Objective:</b> Ongoing</p>	<p><b>Short Term Objective:</b> All immediate hazards or barriers are removed or addressed.</p> <p>Children with disabilities report increased ease of movement around the school.</p> <p>Emergency evacuation procedures are fully accessible and tested.</p> <p><b>Medium Term Objective:</b> Physical modifications are completed and fully in use.</p>

	<p><b>Reasonable adjustments:</b> Provide reasonable adjustments such as ramps, handrails, accessible furniture, and appropriate seating if needed so that any child with a disability is able to move around the school independently. Furthermore, we maintain clear signage and well-lit pathways around the school.</p> <p><b>Emergency Evacuation:</b> We ensure emergency evacuation procedures are accessible for all children. Termly evacuation drills take place and annual checks of the evacuation chair take place.</p> <p><b>Accessible toilets:</b> Dedicated accessible toilets are available.</p> <p><b>Accessible playgrounds and outdoor spaces:</b> Play areas have inclusive equipment, smooth and safe surfaces, and accessible pathways so that children with physical disabilities can participate in play and physical activity alongside peers.</p> <p><b>Safe, clutter-free environment:</b> Classrooms, corridors, and communal areas are regularly checked to ensure furniture, bags, and other items do not obstruct movement or create trip hazards.</p>	<p>Ensure accessible toilets and outdoor areas are fully operational and meet current need.</p> <p><b>Medium Term Objective:</b> <i>Embed accessibility improvements throughout the school environment.</i></p> <p><b>Actions to be taken:</b> Upgrade playgrounds and outdoor areas to include additional inclusive equipment and safe surfaces.</p> <p>Develop clear, standardised signage and wayfinding throughout the school.</p> <p>Train staff to monitor accessibility and maintain clear, safe, and clutter-free environments.</p> <p>Ensure reasonable adjustments are reviewed and updated regularly for children as their needs change.</p> <p><b>Long Term Objective:</b> <i>Sustain and future-proof the school's physical accessibility for all children, staff, and visitors.</i></p> <p><b>Actions to be taken:</b> Integrate accessibility considerations into all future building, refurbishment, and maintenance projects.</p> <p>Maintain a rolling programme of audits and reviews of the school site.</p> <p>Continue staff training on accessibility and inclusive practices.</p> <p>Develop a long-term accessibility plan with clear targets for ongoing improvement.</p> <p>Foster a culture where accessibility is considered in all decisions regarding the school environment.</p>			<p>Children with disabilities are able to access all areas of the school independently.</p> <p>Staff consistently maintain safe, clutter-free spaces.</p> <p>Positive feedback from children, parents, and staff about accessibility improvements.</p> <p><b>Long Term Objective:</b> The school environment remains fully accessible and safe for all children and visitors.</p> <p>Accessibility improvements are embedded in policy and practice.</p> <p>All children, regardless of ability, can participate fully in learning, play, and extracurricular activities.</p> <p>Accessibility is regularly reviewed and maintained as part of school development planning.</p>
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<p><b>Improve the delivery of information to children with a disability.</b></p>	<p>At Fairisle Junior School, we are committed to ensuring that all children, including those with disabilities, have equitable access to information and resources. Our accessibility plan outlines the strategies we employ to enhance the delivery of information to children with disabilities, fostering an inclusive learning environment.</p> <p>To improve the delivery of information, we have implemented the following key strategies:</p> <p><b>Differentiated / Adapted Instruction &amp; Communication:</b> We tailor our teaching methods to accommodate diverse learning needs, utilising various instructional strategies that cater to different abilities and preferences. Instructions are given verbally and visually, with repetition or simplified explanations as needed. Furthermore, classroom routines, timetables, and instructions are displayed in multiple formats.</p> <p><b>Accessible Resources:</b> All educational materials are reviewed and modified to ensure they meet accessibility standards. This includes providing resources in multiple formats, such as large print, braille, and digital formats that are compatible with assistive devices.</p> <p><b>Training for Staff:</b> We conduct regular training sessions for staff on best practices in accessibility and inclusive teaching techniques. This equips our staff with the necessary skills to support children with disabilities effectively.</p> <p><b>Collaboration with Specialists:</b> We work closely with external specialists and support services to develop tailored strategies for individual children, ensuring that their specific needs are met and that they can fully participate in the educational experience.</p> <p><b>Assessment:</b> Teachers regularly check</p>	<p><b>Short Term Objective: Ensure that all children with disabilities have access to information in a format they can understand.</b></p> <p><b>Actions to be taken:</b> Review current classroom resources and teaching materials to identify accessibility gaps.</p> <p>Continue to provide immediate adaptations such as large print, visual cues, simplified instructions, or digital formats.</p> <p>Teachers use multiple methods to deliver instructions (visual, verbal, practical demonstrations).</p> <p>Conduct pupil voice activities to identify areas where information is difficult to access.</p> <p><b>Medium Term Objective: To provide additional access to assistive technologies.</b></p> <p><b>Actions to be taken:</b> Audit current assistive technology provision across the school to identify gaps and opportunities.</p> <p>Provide training for teachers and support staff on the effective use of assistive technologies.</p> <p>Equip classrooms and individual children with the necessary software or devices (e.g., speech-to-text, screen readers, audio books).</p> <p>Collaborate with specialists (e.g., sensory</p>	<p>SENCo. Curriculum Lead and Subject Leaders</p>	<p><b>Short Term Objective:</b> Spring 2026</p> <p><b>Medium Term Objective:</b> Autumn 2026</p> <p><b>Long Term Objective:</b> Ongoing</p>	<p><b>Short Term Objective:</b> All children with disabilities report that they can access lesson content.</p> <p>Teachers consistently use at least two accessible formats for instructions and resources.</p> <p>Gaps in resource accessibility are identified and addressed.</p> <p><b>Medium Term Objective:</b> Children with visual, auditory, or other access needs consistently use assistive technology in lessons.</p> <p>Staff are confident and competent in supporting children with assistive technologies.</p> <p>Improved pupil engagement, independence, and understanding in lessons using assistive technology.</p> <p>Records show that assistive technology is regularly reviewed and updated according to pupil needs and technological advances.</p> <p>Positive feedback from children and parents regarding the effectiveness of assistive technology in supporting learning.</p>

	<p>understanding and adapt instruction in real time. In addition, adjustments are made promptly to meet evolving learning needs.</p>	<p>support services, occupational therapists) to identify the most suitable technologies for individual children.</p> <p>Monitor the use of assistive technology to ensure it enhances engagement, participation, and learning outcomes.</p> <p>Regularly research and update technology solutions to reflect new developments and best practice.</p> <p><b><i>Long Term Objective: To sustain and continually improve the delivery of information so that all children can access learning independently and effectively.</i></b></p> <p><b>Actions to be taken:</b> Maintain ongoing staff professional development in accessibility and inclusive teaching.</p> <p>Regularly review and update resources, technology, and teaching strategies to reflect evolving best practice.</p> <p>Establish a system for continuous pupil and parent feedback on accessibility of information.</p>			<p><b>Long Term Objective:</b> Children with disabilities consistently access and engage with all aspects of the curriculum independently.</p> <p>Accessibility practices are fully embedded in school policy and classroom routines.</p> <p>Staff maintain high confidence in delivering information in multiple accessible formats.</p> <p>Continuous improvement is evident through regular monitoring, feedback, and updates.</p>
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#### **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 and approved by the governing body and the Headteacher.

#### **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 Children with medical conditions policy