Fairlawn Primary School

ACCESSIBILITY PLAN 2026 -2029

Legislation & Guidance

At Fairlawn Primary School we are aware of our duty under the Equality Act 2010 and the Department of Education (DfE) guidance on the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between all who share a protected characteristic and those who do not share a protective characteristic.
- To make reasonable adjustments for pupils / adults with disabilities.

The purpose of the accessibility plan is to fulfil all of the above. Fairlawn is committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We also challenge negative attitudes about disability and accessibility and promote a culture of awareness, tolerance and inclusion.

The Fairlawn Primary School Accessibility Plan should be read in conjunction with the following school policies:

- SEND P
- Teaching and Learning Policy
- Behaviour Policy

- Equalities Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions
- Behaviour Policy

A person has a disability if they have a cognitive, physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Aims

1) Improving education and related activities: The school will seek and follow the advice of the LA services such as specialist teachers, advisers and outreach departments and appropriate professionals from the local NHS
2) Improving the physical environment: The school will take account of all reasonable changes to be able to support the needs of children and visitors with physical and sensory impairments when planning and undertaking future improvements and refurbishments of the site.
3) Improving the provision of information: The school will make itself aware of local services, including those provided through the LA, for help in providing information in alternative formats or translate information online when required or requested
4) Ongoing training for staff and governors in the matter of disability discrimination continuing to inform understanding and attitudes on this matter.
5) Curriculum leaders to ensure access to their own subject area, ensuring learning is both accessible and equitable for all.
6) Governors regularly review accessibility to our school provision and curriculum. Full Governing Body continue to ensure the needs of all pupils are met.
7)Information about our Accessibility plan will be published on the website and be made available in the school office.

We are restricted in terms of improvements because the building is listed. However, accessibility would be reviewed if there were any planned changes to the building or site.

What we have achieved:	Strategies	Responsibility	Success Criteria	Time Frame
Accessibility Plan is an annual agenda item at Fairlawn Primary Governing Body	Clerk to Governors adds to list for Governing Body meetings. Plan is shared and discussed.	Governors and SLT	Adherence to legislation	Annually
Staff receive disability awareness training e.g. trauma informed schools, dyslexia awareness, speech and language training.	We provide training for members of the school community as appropriate We aim for all staff to feel confident and equipped to meet a range of needs. January 2026 we will be working with ARC – attachment research centre	SLT	Whole school community aware of how to support stakeholders with disabilities to ensure equal access	Ongoing
We ensure that all policies consider the implications of disability access.	Governors to consider in the reviewing of all policies.	Governing Body	Policies reflect current legislation and ensure equality.	Ongoing
We maintain and develop accessibility of the building.	PEEPs for individual children and adults maintained and up to date. All plans for new works to include accessibility where possible. Maintenance of visible markings on all steps for visually impaired. This is completed every summer. Corridors wide enough to accommodate a wheelchair. Accessible toilet available on the	Governing Body/SLT	All staff working with children who have PEEPs are made aware, and have a copy, of these. PEEPs written for adults working in school as required. All plans for new works to include accessibility.	Ongoing

	ground floor. Disabled parking space available at the school entrance. Ramps available around some of the school.			
We ensure that the corridors are kept clear to enable all to access the classrooms.	Keep corridors tidy and clear including after school. Class monitors identified to ensure all is tidy after break times and at the start of the day.	After school manager, premises manager.	Corridors are kept clear and tidy to allow all to have access to classrooms. Premises staff regularly clear stock from reception area.	Daily
Our site is built into a hill with stepped access to most areas. We can enable wheelchair access to our ground floor via our vehicle slope.	Car access provided for wheelchair users and a parking space. Each case considered individually. The car park can be used as a drop off point for children unable to navigate the stairs.	Head teacher and premises team	We have enabled wheelchair access although site is built on a hill and the only access is steps. Car park is an area used for dropping off children with permission.	Ongoing When required
Curriculum Access				
We continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDco provides/organises training opportunities for staff in line with requirement. Recent training for EYFS on Makaton.	SENDCo	Staff ensure children with SEND can access the curriculum.	On-going
We ensure that we meet the needs of individuals during KS2 SATs tests.	Children are assessed, in accordance with regular classroom practice and additional time, use of a reader or a scribe will be applied	Year 6 teachers and SENDCo	Barriers to learning will be reduced or removed, enabling children to succeed.	We ensure that we meet the needs of individuals

	for as required. Also, if recommended by a specialist.			during KS2 SATs tests.
Increase access to the curriculum for children with a disability	Curriculum progress is tracked for all children, including those with a disability Targets are set effectively and are appropriate for children with additional needs We provide resources to help children who require support to access the curriculum following specialist advice. The curriculum is reviewed to ensure it meets the needs of all children	All staff	Barriers to learning will be reduced or removed, enabling children to succeed.	Ongoing
Communication				
We ensure that all families and other members of the school community can access information.	Written information is provided in alternative formats/languages as necessary.	Office manager	All families and other members of the school community are able to access information.	As required
We ensure that parents who are unable to attend the school will have the opportunity to access parent/carer meetings with class teachers.	Class teachers to conduct parent/carer meetings by phone, online or send home written information.	Class teachers	Parents are kept up to date with their child's progress in school.	Termly

Targets	Areas	Strategies	Timescale/responsibility	Success criteria
To continue to explore opportunities to make our building more accessible	Entrance gates updated to allow for improved pedestrian flow External doors updated with fobs Side access to school	A program of bids	Ongoing/ SLT and premises	Improved access to the building
To continue to update our technology use in school so that we are using it as an accessibility tool to overcome barriers to learning and to communication	Walkie talkies as communication between adults during outdoor play and learning- allowing children more accessibility site Google translate to communicate with non-English speakers Updated ipads and apps	Keep up to date with research and LGFL Work closely with IT provider	Ongoing /SLT/ Governors/ Teachers	Improved access to learning through the use of technology