



Date Written: December 2025
Date of next planned review: September 2026 (with annual monitoring)
Implementation of the policy will be monitored by: Principal and SENDCo

Fairfield Spencer Academy Accessibility Plan 2023-2026

Aims

At Fairfield Spencer Academy our vision is for all our children to emerge from Fairfield as positive, independent, inquisitive individuals; with the ability and desire to make the world a better place as lifelong learners. 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.

Purpose of the Accessibility plan

The plan covers the following three key areas:

Access to the curriculum- increasing the extent to which SEND pupils can access the curriculum.

- Access to the school environment- improving the physical environment of the school for the purpose of increasing the extent to which SEND pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- Access to information- improving the delivery to SEND pupils of information which is readily available to pupils who are not SEND.

The plan outlines short - medium- long term targets covering the period 2023 to 2026.

A series of actions have been proposed to improve access, these have clear success criteria, possible resource implications and monitoring and review dates.

This plan should also be seen in relation to the following school documents: Equality Principles and Objectives SEND Policy SEND Report Supporting pupils in school with medical conditions policy and procedures.



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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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Equal opportunities

Fairfield Spencer Academy is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout our school as detailed in our Equality Objectives. These explain how we ensure equal opportunities for all our children and every effort will be made to ensure compliance with these. Fairfield Spencer Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Improving access to the curriculum

Provision and strategies in place from 2023-2026 accessibility plan:

- ✓ *Resources are scaffolded and tailored to the needs of our children to ensure all can fully access our SHINE Curriculum.*
- ✓ *Curriculum progress is tracked for all our children, including those with a disability.*



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- ✓ *Targets are effective and appropriate for our children with additional needs. Our curriculum is reviewed to ensure it meets the needs of all our children.*
- ✓ *Access to our curriculum within class is reviewed termly through pupil profiles for all our children with SEND.*
- ✓ *Regular meetings with parents/carers of our children with SEND help to feedback information and parents/carers are able to meet/contact our SEND team as required.*
- ✓ *School clubs, sporting and cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, parental support, provision of additional support and/or resources.*
- ✓ *The school makes full use of a range of LA support services, health professionals and the community.*
- ✓ *Steps to success are in place detailing children's areas of strength, challenge and targets. These are reviewed termly.*
- ✓ *The 'Foxes Sensory Retreat' has been developed to ensure the needs of all pupils are met*
- ✓ *Nurture and Counselling staff are trained to support children through Counselling, Art Therapy, ELSA, Forest School etc.*
- ✓ *SEMH provisions that are outcome driven and the children are strategically placed in provisions to ensure the most positive impact*
- ✓ *SEND transition booklet and transition visits ensures a smooth transition occurs.*
- ✓ *Develop pupil leadership roles for children with disabilities at school which influence curricular provision*

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To build on good speech and language practise to ensure we have early intervention.	Introduction of Speech Link Language CPD for staff. Speech link language interventions implemented for identified children	Speech and language provision is offered early and strategies put in place remove the barrier. Progress of speech interventions tracked and monitored for impact.	2024	Achieved



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			<i>Children with SEND (speech and Language) achieve the best possible outcomes.</i>		
	<i>To ensure that our SHINE curriculum improves accessibility and outcomes for all learners with dyslexia.</i>	<i>Staff subject knowledge and confidence increases as a result of CPD. Create a consistent approach Use a school-based assessment which profiles strengths and difficulties.</i>	<i>To achieve the Dyslexia Friendly Kite mark.</i>	2025	<i>Achieved- March 2025</i>
<i>Short- term</i>	<i>To ensure that staff have relevant and up to date training around the 4 broad areas of need.</i>	<i>CPD delivered by professionals. Staff knowledge and confidence increases as a result of the training. Staff are more able to meet the needs of children allowing them to SHINE.</i>	<i>Professional CPD during INSET days and weekly meetings. Retrieval reminders via weekly staff meetings.</i>	2025	<i>Achieved and ongoing.</i>
<i>Short-term</i>	<i>To ensure all staff are confident in delivering the school's bespoke curriculum so that pupils with SEND can access learning that is personalised, meaningful, and aligned with their individual needs.</i>	<i>Provide CPD on the principles and structure of the bespoke curriculum. Train staff on adapting learning pathways for pupils working significantly below age-related expectations.</i>	<i>Staff confidently deliver a bespoke curriculum for the individual needs and can explain how it supports pupils with SEND. Lesson plans routinely show personalised adaptations and/or scaffolds.</i>	2026	<i>Achieved</i>



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		<i>Model best-practice examples of bespoke learning activities across year groups.</i> <i>Ensure staff understand how to incorporate sensory, communication, and emotional-regulation needs into curriculum planning.</i> <i>Provide guidance on progress tracking systems that reflect individualised outcomes.</i>	<i>Pupils accessing a bespoke curriculum can engage meaningfully and make progress against personalised goals.</i>		
Medium-term	<i>To upskill all relevant staff in the effective use of Pre-Key Stage Standards to ensure accurate assessment, planning, and tracking for pupils working below the standard of national curriculum assessments.</i>	<i>Train staff on understanding and applying Pre-Key Stage Standards across reading, writing, and maths.</i> <i>Provide examples of moderated work so staff can accurately benchmark attainment.</i> <i>Offer CPD on linking Pre-Key Stage assessment outcomes to SEND support Plans.</i> <i>Support staff to use the standards to inform differentiated planning</i>	<i>Staff confidently use the Pre-Key Stage Standards to assess pupils' current levels.</i> <i>Assessments are accurate, consistent, and evidence-based.</i> <i>Planning clearly reflects appropriate next steps for pupils working below age-related expectations.</i> <i>Progress can be clearly demonstrated across the year using the standards.</i>	2025-2026	<i>Achieved and embedding.</i>



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		<i>and accessible bespoke curriculum.</i>			
<i>Medium-term</i>	To ensure the curriculum is progressive, embedding a scaffolding approach to support and challenge all learners.	Scaffolding is visible resulting in children independently and confidently accessing supportive tools /resources. All learners achieve ambitious goals (I do, we do, you it).	Pupils achieve the best possible outcomes	2024	<i>Achieved and embedding</i>
	<i>Staff have a basic knowledge of signing such as Makaton</i>	<i>Incorporate basic signing during whole school and class activities such as assemblies and class registration. Long-term - All staff have a basic knowledge of signing such as Makaton</i>	<i>All staff and children are starting to develop an understanding and to use basic signing</i>	2025-2027	<i>To be considered for future training.</i>
	<i>To ensure that our SHINE curriculum improves accessibility and outcomes for all learners with dyslexia.</i>	<i>Staff subject knowledge and confidence increases as a result of CPD. Create a consistent approach Use a school-based assessment which profiles strengths and difficulties.</i>	<i>To achieve the Dyslexia Friendly Kite mark.</i>	2024	<i>Achieved March 2025</i>



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<i>Long term</i>	<i>To build on the interactive teaching strategies already in place in classrooms so that all children are engaged and able to make progress.</i>	<i>Staff meetings/inset days around interactive and accessible teaching strategies. Development of Inclusion Team approach</i>	<i>All children are engaged and learning is active and enabling good progress.</i>	<i>2025-2026</i>	<i>Embedding</i>
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Improving the physical environment

Provision and strategies in place from 2023-2026 accessibility plan:

- ✓ *Access throughout our Academy is on 2 levels- a lift is accessible by wheelchairs/pushchairs*
- ✓ *Ramps aid access*
- ✓ *Corridor width throughout our Academy is suitable for wheelchair access*
- ✓ *Disabled parking bay in the front car park nearest to the front entrance of our Academy*
- ✓ *Library shelves within all classes at wheel-chair accessible height*
- ✓ *All areas have LED lighting*
- ✓ *All play areas are ramped and accessible by wheelchairs/pushchairs*
- ✓ *School have available: 3 disabled toilets and changing space.*
- ✓ *Fairfield Spencer Academy currently supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction and behaviour.*

	<i>Target</i>	<i>Strategies</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Goals achieved</i>
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<i>Short-term</i>	<i>Improve access to school</i>	<i>Improve quality of ground surface-paths/driveways</i>	<i>School facilities</i>	<i>2024</i>	<i>Achieved</i>
	<i>Ensure PEEP (Personal Emergency Evacuation Plan) prepared/reviewed if a child or adult is/becomes physically/visually/hearing impaired.</i>	<i>PEEPs are prepared and reviewed as child's/adult's needs change.</i>	<i>All students and adults to be able to evacuate the building safely in an emergency -less than 4 min</i>	<i>2024</i>	<i>Achieved and ongoing as and when required eg short term condition.</i>
<i>Medium-term</i>	<i>All internal doors to be more easily accessible to disabled users.</i>	<i>Door entry to be more suitable for wheelchair access</i>	<i>All areas of the school are easily accessible to all.</i>	<i>2024-2025</i>	<i>Achieved</i>
<i>Long -term</i>	<i>Improving the play areas in KS1</i>	<i>Audit of play equipment and continuous provision. Improvement of paths.</i>	<i>All children can access play equipment together</i>	<i>2025</i>	<i>Achieved</i>
	<i>To adapt the school taking into account the current children in schools needs changing with time.</i>	<i>Plan ahead to the next year thinking about the children we are going to have in school and the best use of space/resources.</i>	<i>All children's needs will be taken into account when planning space and/or resources across school.</i>	<i>2026</i>	<i>Ongoing- adaptations are made in line with the needs of individual children and relevant training takes place.</i>

Improving the delivery of information

Provision and strategies in place from 2023-2026 accessibility plan:



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- ✓ Internal signage
- ✓ Dyslexia-friendly texts, coloured paper as required.
- ✓ Pictorial or symbolic representations
- ✓ iPads as required to enable personalised learning and ensure access to the curriculum for our children with SEND.
- ✓ ICT and communication support devices such as speech to text, apps, to support the understanding of tasks.
- ✓ All emails from Inclusion Team detail contact information
- ✓ Support is provided for form-filling of various types as required from the Inclusion team.
- ✓ Class Dojo is available for parents/carers to message directly - all stories posted and messages can be translated.
- ✓ Support from the Nottingham Hearing Impaired Team and School and Family Support Service.
- ✓ Parent mail used at the main method of sharing information and invitations to review meetings.

	<i>Target</i>	<i>Strategies</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Goals achieved</i>
<i>Short-term</i>	To improve the use of, Class Dojo, Newsletters for sharing SEND information and events in school to our parents and wider community.	<i>Strategic thought about what to share and post that is important to our parents and community.</i> <i>Audit responses and review feedback.</i>	Social media is a useful platform for parents to gather information of events and support. <i>To ensure pupils with disability are not disadvantaged</i>	2023-2024	<i>Achieved</i>
<i>Medium-term</i>	To embed a parents support group for our parents of our pupils with SEND.	<i>Sharing the dates through our communication channels. Explore how we can best support our parents for pupils with SEND</i>	<i>Parents will feel supported and access a network of other parents.</i>	2024	<i>Achieved and embedding.</i>



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	<i>To identify barriers to use of ICT communication. To implement training for pupils and parents on effective use of ICT with focus on issues for those with disability.</i>	<i>Translate letters home and information for parents into different languages if parents request it.</i>	<i>Improved access to all aspects of school information - in timely, appropriate formats. All parents/Carers will have a better chance to engage fully with school life and understand what is happening</i>	<i>2024-25</i>	<i>Achieved</i>
<i>Medium-term</i>	<i>To ensure all staff are confident and consistent in delivering accessible information to pupils, parents, and carers by effectively using strategies, resources, and communication systems.</i>	<i>Increase staff understanding and effective use of strategies. Ensure staff use dyslexia-friendly texts and coloured paper consistently where required. Train staff to use iPads for personalised learning, ensuring pupils with SEND can fully access the curriculum. Provide CPD on ICT and communication support tools, including speech-to-text technology and educational apps that</i>	<i>Staff will apply accessible communication practices so that all pupils, including those with SEND, and all families— regardless of language, literacy, or communication needs— can access school information without barriers.</i>	<i>2025-2026</i>	<i>Achieved and embedding.</i>



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		<i>support comprehension and task understanding. Ensure staff know how to direct families to the Inclusion Team for support with form-filling and administrative tasks.</i>			
<i>Long -term</i>	<i>To develop the use of alternative methods of communication in the signage of information around the building.</i>	<i>Audit the signage around school. Plan a programme of improvements. Work systematically through the plan of improvements.</i>	<i>Signage makes use of a range of communication methods.</i>	<i>2025-2026</i>	<i>Ongoing</i>

Appendix 1:

Identifying Barriers to Access: A Checklist (DfES Guidance: Accessible Schools)

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

	<i>YES / NO</i>
<i>Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?</i>	<i>Yes (ongoing)</i>
<i>Are your classrooms optimally organised for disabled students?</i>	<i>Yes</i>
<i>Do lessons provide opportunities for all students to achieve?</i>	<i>Yes</i>
<i>Are lessons responsive to student diversity?</i>	<i>Yes</i>



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<i>Do lessons involve work to be done by individuals, pairs, groups and the whole class?</i>	<i>Yes</i>
<i>Are all students encouraged to take part in music, drama and physical activities?</i>	<i>Yes</i>
<i>Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?</i>	<i>Yes</i>
<i>Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work</i>	<i>Yes</i>
<i>Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?</i>	<i>Yes</i>
<i>Do you provide access to computer technology appropriate for students with disabilities?</i>	<i>Yes</i>
<i>Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?</i>	<i>Yes</i>
<i>Are there high expectations of all students?</i>	<i>Yes</i>
<i>Do staff seek to remove all barriers to learning and participation?</i>	<i>Yes</i>

Section 2: Is your school designed to meet the needs of all students?

	<i>YES / NO</i>
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, dining area, library, outdoor sporting facilities, playgrounds and common rooms - allow access for all students	<i>Yes</i>
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	<i>Yes</i>



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Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	Yes
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Yes
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	No
Are areas to which students should have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	Yes
Is furniture and equipment selected, adjusted and located appropriately?	Yes

Section 3: How does your school deliver materials in other formats?

	YES / NO
Do you 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?	Yes (if required/requested)
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes
Do you have the facilities such as ICT to produce written information in different formats?	Yes

Appendix 2: Accessibility audit

	Description	Actions to be taken	Person responsible	Date to complete actions by
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Number of storeys	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Manager	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough to manoeuvre.	Corridors to be tidy and free from obstructions	All Staff	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site Manager/Supervisors	Ongoing
Parking bays	Disabled parking bays marked	Paint the sign so that it is visible and clear.	Site Manager/Supervisors	Ongoing
Entrances including reception	Automatic front doors. Enclosed entrance accessible to wheelchair users	None required	Site Manager/Supervisors	Ongoing
Ramps	Free from obstruction at all times	Ensure pupil equipment does not block ramp	Site Manager/Supervisors	Ongoing
Toilets	Toilets have disabled access and alarms	Ensure service every 6 months	Site Manager/Supervisors	Ongoing
Internal signage	Large signs in place	None required	Site Manager/Supervisors	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance		Ongoing
Security system	There is now a coded system to access the reception area and coded gates leading from the front car park and onto the playground from the reception area.	Ensure that the system is maintained - IT maintained.		Site Manager Ongoing

Monitoring and review arrangements



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This plan will run from December 2023 - December 2026 and will be reviewed annually by the Governing Body. The plan is based on our current assessment of accessibility for pupils with disabilities. It sets out priorities across our Academy in several areas and the relevant timescales for action to increase accessibility for pupils with disabilities. Progress on these measures will be updated annually, and reported to the Governing Body. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.