



Fairfield High School

Accessibility Plan

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Principal	
Date of next review	September 2029

I. Aims and purpose

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; and
- improve the availability of accessible information to pupils with disabilities.

Fairfield High School aims to treat all students and their families fairly and with respect. This includes supporting the needs of families of young carers, ensuring the school is accessible and welcoming to parents and carers with disabilities and/or illness, and removing barriers to communication wherever possible.

Fairfield High School is committed to providing an inclusive, welcoming and ambitious education in which all students are valued, respected and able to participate fully in school life. Our Fairfield values - Aspirational for All; Responsible Global Citizens; and Enterprising, Creative and Innovative - underpin our approach to equality, inclusion and accessibility.

We aim to identify and remove barriers to learning, participation and the wider life of the school, making reasonable adjustments where required. We have high expectations for all students and work in partnership with students, families, staff and external professionals to ensure individual needs are understood and supported.

This plan will be published on the school website, with paper copies available on request. The school is committed to ensuring that staff receive appropriate training in equality and disability issues, including their responsibilities under the Equality Act 2010.

Fairfield High School works with relevant partners to develop and implement its accessibility arrangements. The school is part of Excalibur Academies Trust and follows relevant Trust-wide policies and procedures, including those relating to SEND, equality and inclusion, safeguarding, health and safety, and complaints.

The school also works within Bristol City Council's SEND arrangements, including the Bristol SEND Local Offer, and signposts families to local advice and support where appropriate. Fairfield's SEND provision includes links with a range of external services, including Educational Psychology, Sensory Support, Occupational Therapy, Speech and Language Therapy and health professionals.

The school's complaints procedure applies to matters relating to this accessibility plan. Any concerns about accessibility should be raised in accordance with the school's published complaints procedure.

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.

3. Action plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Teachers should regularly access pupil passports for pupils with additional needs. These are reviewed in conjunction with students and family three times per year. - Teaching is adapted to pupils' strengths and needs, with barriers to learning identified and addressed. - The school uses inclusive strategies and appropriate technology to support access. - Pupils requiring additional support are identified through data, observation and professional knowledge. - Transition information is shared with primary schools and families, and specialist advice is sought where appropriate. - Staff routinely and regularly receive professional development to support inclusive teaching, and pupils with physical disabilities are supported to access the full curriculum.	Short term: Ensure relevant staff understand the needs of pupils with disabilities and the reasonable adjustments required. Medium term: Embed consistently inclusive and adaptive classroom practice across subjects. Long term: Ensure pupils with disabilities can participate fully in an ambitious curriculum and wider school offer.	Review and communicate individual pupil needs and reasonable adjustments. Use curriculum review, pupil voice and existing quality assurance processes to identify barriers to participation. Review the accessibility of resources, practical activities, trips and enrichment. Provide targeted staff development where areas for improvement are identified.	SENCO; SLT Teaching & Learning Lead; Directors of Subject	Ongoing, with formal review annually	Agreed adjustments are understood and implemented consistently. Pupils with disabilities can access curriculum content, practical activities and the wider curriculum. Pupil and parent/carer feedback indicates that barriers are identified and addressed. Quality assurance demonstrates increasingly consistent inclusive practice.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	- The school maintains existing accessibility measures, including lifts, handrails, wayfinding aids and adjustable desks. - Reasonable adjustments are made in response to individual need and specialist advice. - Auxiliary aids are considered where required, and the school liaises with families, primary schools and external professionals to ensure pupils can access appropriate facilities, including spaces for medical needs.	Short term: Confirm that key routes, facilities and specialist spaces are accessible for current pupils. Medium term: Address identified barriers and prioritise reasonable improvements. Long term: Ensure accessibility is considered routinely in premises planning and refurbishment.	Complete an annual accessibility walk of entrances, routes, lifts, stairs, toilets, changing facilities, classrooms, wayfinding signage and specialist spaces. In this walk, keep in mind those with barriers to hearing, sight and mobility, both in classrooms, corridors and social spaces. Identified barriers will be recorded in an accessibility action log, with agreed priorities, responsible staff, target completion dates and progress reviewed annually. Review evacuation arrangements for pupils with mobility, sensory or medical needs. Ensure accessibility is considered when planning refurbishment or changes to the site.	Estates Lead; SENCO; relevant SLT lead	Initial review during 2026–27, then annually	Accessibility barriers are identified, recorded and addressed within agreed timescales. Pupils can safely access the facilities and spaces they require. Reasonable adjustments are in place where needed, and accessibility is considered in future site developments.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	The school provides information in accessible formats where required and makes reasonable adjustments for pupils and families. This may include adapted written materials, Braille or alternative formats, and the use of email, telephone or written communication according to need.	Short term: Ensure individual communication and information needs are clearly identified and shared. Medium term: Improve the consistency and accessibility of key pupil and parent/carer information. Long term: Build accessibility into routine communication and resource design.	Review and routinely reshare guidance for producing accessible documents and communications, including readable fonts, clear headings, accessible tables, appropriate contrast and alternative formats where required. Where individual accessibility needs are not covered by standard designs, record needs and preferred formats. Review key pupil and parent/carer communications for readability and accessibility. Provide alternative formats, including large print, Braille, digital or audio formats, where appropriate. Ensure staff know how to request or arrange accessible information.	SENCO; Comms/Admin Lead; relevant staff	Ongoing, with annual review	Pupils and families receive information in a format they can access and understand. Requests for alternative formats are responded to promptly. Staff know how to arrange accessible information, and fewer barriers to communication are identified.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	- The school provides pastoral support for pupils and works with families to respond to individual circumstances. - Where disability, illness or caring responsibilities create barriers to attendance, communication or participation, reasonable adjustments can be considered.	Short term: Ensure young carers can be identified and know how to access support. Medium term: Develop consistent arrangements for supporting young carers and their families. Long term: Ensure caring responsibilities do not create avoidable barriers to attendance, participation or achievement.	Review how young carers are identified and recorded. Ensure pupils and families know who to contact for support. Consider reasonable adjustments to communication, meetings, attendance and deadlines where caring responsibilities create barriers. Signpost families to relevant external support where appropriate.	Pastoral Lead; Designated Safeguarding Lead; Young Carer lead	Review arrangements during 2026–27, then annually	Young carers are identified appropriately and know how to access support. Individual barriers are recognised and reasonable adjustments are made where appropriate. Families report that communication and support are accessible.

4. Implementation Timescales

Implementation timescales

This accessibility plan covers the period September 2026 to August 2029. To ensure that progress can be monitored and evaluated, objectives are organised into three timescales:

- Short term (2026–27): Actions to be completed during the first academic year, focusing on identifying barriers, reviewing current provision and implementing immediate improvements.
- Medium term (2027–28): Actions to be completed during the second academic year, focusing on embedding inclusive practice and addressing barriers identified through initial reviews.
- Long term (2028–29): Actions to be completed during the third academic year, focusing on sustaining improvements and ensuring accessibility is embedded in school systems and future planning.

Progress against the plan will be reviewed annually, with actions updated where necessary. Reasonable adjustments required by individual pupils will be made as needs arise, rather than waiting for the relevant implementation period.

5. Monitoring arrangements

This accessibility plan covers September 2026 to August 2029 and will be monitored annually to assess progress against its objectives.

Progress will be reviewed by the SENCO, Estates Lead and designated governor, with oversight from the Principal and the school's governance arrangements. The plan will be updated sooner where changing pupil needs, identified barriers or developments to the school environment make this necessary.

A full review and updated plan will be completed by July 2029, ready for implementation from September 2029.

6. Links with other policies

This accessibility plan is linked to the following Fairfield High School and Excalibur Academies Trust policies and documents:

- SEND Policy and SEND Information Report
- Equality Information and Objectives
- Equality, Diversity and Inclusion Statement and Strategy
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs Who Cannot Attend School Policy
- Health and Safety Policy

- Child Protection and Safeguarding Policy
- Intimate Care Policy
- First Aid Policy
- Access Arrangements Policy
- Concerns and Complaints Policy
- Behaviour for Learning Policy