

My Learning Access Plan

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Communicate material and environmental access needs while retaining challenging goals.

Planning access early can prevent unnecessary barriers. You can name what you need without sharing medical information. Adults are responsible for arranging accessible instruction with you.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Name the goal and barrier

Choose a lesson you want to join. Describe the learning goal and one access barrier.

Interesting learning goal

Material or environment barrier

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Request a usable format

Choose an individualized request and explain when it is needed.

Optional choices · choose any, none or your own _____

☐ Structured digital text ☐ Large print ☐ Qualified Braille production ☐ Tactile materials ☐ Clear pathways

☐ Verbal descriptions

Format or environment change

When I need it and who can arrange it

Optional deeper thinking · Grades 6–8

Create an access plan for a research project that includes data, diagrams, fieldwork and presentation.

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Check and revise

Imagine the material arrives but headings are missing. Plan a respectful request for repair.

How I can report the access problem

A temporary way to join the same thinking task

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Support screen-reader navigation, magnification and nonvisual responses. Large print does not replace Braille or other individualized access.

Teacher facilitation

Provide accessible materials before the lesson, describe visual content and keep pathways clear. Do not substitute passive listening for participation. Consult qualified staff for Braille/tactile formats.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.