Accessibility Plan

Accessibility Plan 2025-2028

Purpose of Plan

The purpose of this plan outlines how Fishtoft Academy will improve accessibility to education for all learners with special educational needs and disabilities and ensure inclusivity across all protected characteristics under the **Equality Act 2010**. The plan aims to eliminate discrimination, advance equality of opportunity, and foster effective relationships among all members of the whole school community.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

- Increase the extent to which all pupils (including those with disabilities or other protected characteristics) can participate in the curriculum.
- Improve the physical environment to ensure full use of education opportunities and facilities.
- Ensure full participation for all learners in the academy community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled learners less favourably
    - To take reasonable steps to avoid putting disabled learners at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all learners with a broad and balanced curriculum that is personalised, age appropriate and tailored with access adaptations.

Increasing Access for all pupils to the academy curriculum

This includes teaching and learning and the wider curriculum of the academy such as participation in after school clubs, leisure and cultural activities or academy visits.

- High-quality staff training on inclusive practices, adaptive teaching and equality awareness to effectively support diverse learning needs and abilities
- Adapting the curriculum as necessary to ensure pupils with an impairment are as equally prepared for life as learners without impairments
- Provision of specialist aids and equipment, which may assist learners in accessing the curriculum
- Develop individual support plans for pupils with additional needs, including EHCPs and IEPs.
- Adapt curriculum content to reflect diverse cultures, identities, and lived experiences.
- Ensure pupils with English as an Additional Language (EAL) receive appropriate language and academic support.

- Monitor and review pupil progress and participation regularly to identify and address barriers to learning.
- Promote inclusive extracurricular and enrichment opportunities for all pupils.
- The academy facilitates services from a range of agencies for all pupils and their families

Where necessary, support will be given by the Special Educational Needs (SEN) department, led by the Special Educational Needs Coordinator (SENDCo), W. Devine.

Improving access to the physical environment of the academy

This includes improvements to the physical environment of the academy and physical aids to access education.

- The academy's classrooms are all on the ground floor. Any new building works and refurbishments will meet accessibility standards (e.g. ramps, handrails, wide doorways).
- The academy is accessible via ramps and handrails where appropriate
- Fishtoft Academy has accessible toilet facilities that are clearly signed, well-maintained, and equipped appropriately.
- Maintain existing step-free access to all key areas including classrooms, hall, dining areas, and playgrounds.
- Install visual signage using large print, pictograms, and contrasting colours to support pupils with visual impairments or learning difficulties.
- Ensure classroom layouts allow for ease of movement, especially for pupils using mobility aids or wheelchairs.
- Provide quiet or sensory-friendly spaces for pupils who need to regulate sensory input or reduce anxiety.
- Monitor lighting, acoustics, and noise levels to create a sensory-considerate learning environment.
- Carry out regular accessibility audits of the physical environment and act on findings.
- Ensure all emergency evacuation procedures are inclusive, with personal emergency evacuation plans (PEEPs) in place for pupils and staff who need them.
- Provide appropriate furniture and equipment to support physical needs (e.g. height-adjustable tables, supportive chairs).

Improving the delivery of written information for all learners

This will include planning to make written information that is normally provided by the academy to its pupils available to all learners. Examples might include handouts, timetables, textbooks and information about academy events. The information will take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.
We will make available, upon request suggestions or where it is apparent that there is a need:

- Documents translated into learners' home languages (we may need additional time to secure interpreter services).
- Documents in large print format
- Documents converted into Braille
- Documents printed on visual stress colour-friendly paper.
- Dyslexia-friendly fonts and layouts
- Braille (if needed)
- Ensure key school communications are available in other languages for families with English as an Additional Language (EAL)
- Use visual supports such as symbols, pictures, and infographics to aid understanding
- Support staff to use plain English and inclusive language in all school communications
- Provide high quality training for teachers on how to make documents more accessible for pupils with specific learning needs (e.g. dyslexia, visual impairment, ASD)

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
To be aware of the Equality Act 2010	Disseminate the Act Complete a register Provide staff with training and resources to enable them to develop them confident awareness of protected characteristics: • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity leave • Race • religion or belief • Sex • Sexual orientation	D Gray C Early All Staff	Ongoing	Ongoing	
To further embed an understanding of inclusive practice	Complete and submit IQM SEF	D Gray W Devine C Early L Gough		July 2026	

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
To ensure that a clear route is visible from Disabled car parking space to Academy building.	Review signage and route from disabled space to school building. Purchase additional signage. Install additional signage.	D Gray W Devine J Green J Anderson	April 2026		Ensure all staff and visitors to school keep the disabled parking space free and accessible.
Continue to monitor the needs of the learners so that classrooms are optimally organised and resourced for pupils with disabilities.	Site Manager and teaching staff SEND team will assess the needs of learners in each class when identified by class teachers and provide specialise equipment as needed e.g. pencil grips, writing slopes, hearing loops, technology, specialist seating etc. Work with external agencies to adapt and source specialist equipment as needed. Individual risk assessments created for individuals to ensure safe access to	D Gray Class teachers Support from outside agencies: e.g. Specialist Teacher, Educational Psychologist as commissioned.	Ongoing	Ongoing	

Commented [MC1]: Ensure that there is consistency of language- learners/ pupils/ learners.

	the curriculum. Personal Evacuation plans to be created for specific learners to ensure safety during emergencies. Staff to follow individual care plans. To meet individual needs of pupils during assessments. Learners will be assessed in accordance with regular classroom practice, and access arrangements such as coloured paper, enlarging, additional time and modified tests will be applied for as needed. SEND identified for Cherry Garden, AET monitoring and Assessment.				
To review signage for accessibility.	Site Manager, Health, Safety and Facilities Manager as well as SLT to ensure that signage is designed and installed.	SENDCo, class teachers, liaison with the premises team and SEST for visually impaired pupils		September 2026	
Emergency evacuation systems to include alarms with both visual and auditory components	Review current alarm system to ensure visual and auditory components are present and effective. Install additional components as required	C Early J Anderson	April 2026 September 2026		

Ensuring inclusion in the academy's community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Develop teachers' awareness of their role in the Graduated Approach to support learners.	Share Voyage diagnostic pathways with teachers. Add diagnostic pathways to website. Teachers liaising with parents and accurately recording of meetings with parents.	W Devine	April 2026 April 2026		

Commented [MC2]: Academy rather than academy is preferable

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure all learners with disabilities or other protected are able to fully access the Curriculum. Annual review of curriculum to ensure that needs of	Reviewed when necessary, by teachers and Subject Leads with the subject they are responsible for. Support from Trust and its centralised Team as required.	C Early D Gray W Devine L Gough Teachers Subject Leads	Ongoing	Ongoing	

pupils are matched by curriculum and staffing.					
To continue to monitor and promote Mental Health and Wellbeing and take action where needed.	To consider the appointment/development of existing staff member of a Senior Mental Health Support Lead.	C Early D Gray	Ongoing	Ongoing	

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
To improve communications to groups with protected characteristics.	Explore options for translating website information. Monitor with questionnaires/consultations with parents/carers, learners and staff. Information evenings for each year group. Reinstating Family Learning and adult skills classes.	SENDC Academy Administrators Teachers TAs		September 2026	