



Accessibility Plan Sept 2025-2028

How we intend to improve access progressively over time

'Love as our foundation; wisdom as our guide'

Approved by:	Michelle Omoboni	Date: 13.01.26
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School Commitment to disability equality

The Equality Act 2010 identifies ‘discrimination arising from a disability’ and this means that a disabled person has been treated less favourably because of something connected with their disability. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Through making ‘reasonable adjustments’ we aim to ensure that a disabled individual has the same access to everything that is involved in school life as a non-disabled individual, as far as is reasonable. Our Accessibility Plan 2025-2028 outlines how we intend to make reasonable adjustments to improve access to the curriculum, information and the physical environment.

Aims

Fishponds CE Primary School aims for every child to move through the school excited about learning and able to fulfil their potential. The school is committed to equal opportunities, inclusion and removing any barriers that may prevent pupils from accessing all aspects of school life. This aligns with the school’s Christian values and inclusive approach.

The school recognises that all pupils, whatever their needs, language acquisition, backgrounds or abilities, have the right to a high quality, engaging education. Fishponds CE Primary works to create an environment where every pupil feels valued, supported and able to participate fully in learning and wider school activities. -quality, engaging education. Fishponds CE Primary works to create an environment where every pupil feels valued, supported and able to participate fully in learning and wider school activities.

The school actively identifies and reduces barriers to learning, ensuring pupils with SEND, early language acquisition, and medical needs receive appropriate adjustments, resources and support. This includes making reasonable adjustments to the curriculum, teaching approaches, the physical environment and communication methods.

Fishponds CE Primary promotes a culture of respect and understanding, celebrating diversity and encouraging positive attitudes towards difference. Staff work closely with families, external agencies and the wider community to meet pupils’ needs effectively.

Through ongoing review, training and development, the school remains committed to strengthening accessibility and inclusion so that every pupil can enjoy a rich, stimulating education that supports their well-being and helps them achieve their best.

This policy should also be read in conjunction with:

- Lighthouse Schools Partnership SEND policy
- Fishponds CE Primary School Local Offer SEND Report
- Fishponds CE Primary School Behaviour Policy
- Lighthouse Schools Partnership Accessibility Policy

Increasing the extent to which disabled pupils can participate in the school curriculum

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
School visits continue to be accessible to all	<p>In terms of Residential trips – parent / carer discussion well in advance of trip to ensure needs of child planned and catered for.</p> <p>Off- site curriculum trips – Risk assessment outlines need for additional capacity or equipment required in order to enable every child to attend with parental agreement.</p>	On-going	<p>UKS2 Phase leader/ Class Teacher Inclusion leader/ SENDCO EVC leader</p> <p>Class teacher / Phase lead SENDCO</p>	<p>All risk assessments completed – children with disabilities have individualised risk assessments.</p> <p>Reasonable adjustments made to ensure all children access visits.</p>
Ensure PE activities are accessible to all, include activities that do not need physical strength	Advice sought by SENDCO in terms of supporting children with additional physical needs for PE. School’s Occupational Therapist works closely with the SENDCO and supports children with additional needs through a referral process.	On-going	PE subject leader SENDCO Class Teachers Support staff	PE curriculum adapted to meet the needs of ALL children.
All children adapted/differentiated for across curriculum.	Continue annual subscription for Widgit online for all staff to access. To adapt visual resources for children with Speech and language needs / EAL needs.	Ongoing	SENDCO SLT Class teachers TAs	All children are able to successfully access the curriculum.

	<p>Suite of laptops specifically designed for use with SEND children.</p> <p>Calm boxes are present within each class to support children who may have issues with focus /SEMH needs. Plans in place to provide movement breaks for children who need them.</p>			
The Behaviour Policy supports all children to learn at school.	<p>Review of the Behaviour Policy in line with Nurture UK Training and the Six Key Principles of Nurture</p> <p>Staff CPD Session</p>	September 25 onwards.	Headteacher SENDCO	All children are able to successfully access the curriculum.
Enable staff and pupils to understand the Six Key Principles of Nurture and embed these within school culture and curriculum.	<p>Complete Nurture UK Training</p> <p>PSHE lessons around the Six Key Principles of Nurture</p> <p>Staff CPD Session</p>	September 25 onwards	SENDCO Pastoral Lead	

Improving the physical environment of the school to increase access to education by disabled pupils

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
<p>The lifts will be working and accessible for all</p>	<p>Lift Engineers are booked in to fix the lift from the hall up to the top floor classrooms.</p> <p>The lift will be serviced regularly</p>	<p>October 25</p> <p>Serviced annually or when needed</p>	<p>Estates and Facilities lead</p> <p>Caretaker</p>	<p>All staff/pupils/visitors can use the lift when needed.</p> <p>Lunchboxes can be brought down to the hall from the upstairs classrooms and returned via the lift.</p> <p>Laptop trolleys can be taken up to the top classes and returned.</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>Coloured overlays/ coloured exercise books for pupils with visual difficulty.</p> <p>Range of specialist equipment and resources in place for pupils with physical needs.</p> <p>Advice from OT embedded in inclusive classroom practice.</p> <p>Specially shaped pencils and pens for pupils with grip difficulty. Writing slopes,</p>	<p>September 25 onwards</p> <p>Termly visits from OT in relation to SLA agreed</p>	<p>SENDCO</p> <p>Assistant SENDCO</p>	<p>Children/staff with physical needs have the correct equipment to enable them to access school.</p>

	pencil grips, adapted tables and chairs.			
Nurture Hub in place and pupils SEMH needs are being identified, from their Boxall Profile Assessment, to access the provision.	Staff to complete the Nurturing UK programme supporting the Nurture hub provision. All staff are trained on using the Boxall Assessments	September 25 onwards	SENDCO Wellbeing lead LSP Behaviour Lead	Pupils are identified for access to the Nurture Hub provision, from their Boxall Profile Assessment. Identified pupils will be accessing the Nurture Hub and SEMH needs are being supported and having an impact for them to be accessing their learning successfully.
Enable children to access calm and quiet spaces when dysregulated	Zones of regulation curriculum embedded within the PSHE curriculum, behaviour and ethos of the school. All adults trained in Zones of regulation and how to access the regulation stations set up across the school Zones of Regulation training is shared with the parent/carer community	Ongoing	SENDCO Headteacher	Staff, parents and pupils have an understanding of how Zones of Regulation is implemented at school and how it can support at home.
All pupils can access and follow evacuation procedures	All adults and pupils can safely evacuate the building. PEEP plans in place for children and adults where there are SEND or specific	Ongoing	Health and Safety Lead Headteacher SENDCO	All staff, children and visitors can access the school safely in an emergency.

	mobility needs i.e. evacuation chair/slide			All pupils/adults with a SEND or mobility need have a PEEP in place. PEEPS are shared with all relevant staff
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Document History

Version	Author / Owner	Date	Comments
1	Vicky Caddell	5 th January 2026	Updated