



Accessibility Plan

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Review Cycle	Annual
Review Date	July 2026

An academy within:



“Learning together, to be the best we can be”

1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people can participate in the curriculum.
- Improve the physical environment of the school to enable all our pupils to take better advantage of education, benefits, facilities and services provided. Improve the availability of accessible information to children with a range of SEND needs.

1.2. At Fountaindale school we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. School vision and values:

Our Vision... 'the why'

We truly believe it takes a village to raise a child and with that we ensure that the children and young people are at the core of all we do. It is important that not only the children feel a sense of belonging in our school, but the families, staff and multi-professionals do too. We are continually growing a curriculum so that children and young people are engaged in their learning experiences at whichever level they are working within developmentally. We are committed to ensuring that children and young people are excited by what they learn and experience in school and that every day as a new day develops and grows them as individuals.

Our values... 'the how'

- Ensure we build memories
- Ensure we thank each other every day
- Ensure we challenge ourselves and others to be better
- Ensure we are genuine partners with all
- Ensure we grow potential interest, ability and talent

Our Aims... 'the what'

- To ensure the voice of pupils and families are central to all school development as unrelenting family champions
- To ensure we use a child centered approach that is personalised to each child and offers a school environment that is vibrant and rich in opportunities.
- To demonstrate exceptional teaching across the curriculum that will prepare pupils for their next stages in life whilst being fun and enjoyable for all.

- To exist as a beacon of learning that promotes a sense of belonging, ambition and pride for all that is shared across the SEND community.
 - To apply inspirational, visionary and exceptionally strong leadership at all levels
- 1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
- 1.4.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors.

2. Legislation And Guidance

- 2.1. This plan 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. This 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.
- 2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.
- 2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

- 3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Digital Accessibility Commitment

4.1. As part of our ongoing efforts to ensure inclusivity, Fountaindale School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

4.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.
- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

4.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy



Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
<p>Increase access to the curriculum for pupils with SEND</p>	<p>-offers a differentiated curriculum for all pupils -Fountaindale uses resources tailored to the needs of pupils who require support to access the curriculum</p> <p>-Specific access arrangements followed by Pearson/Edexcel/ Asdan as per their policy. The lead person for examinations will follow all guidance accordingly.</p>	<p>All pupils will access the most appropriate curriculum pathway (Formal) to meet their individual needs. All pupils will have access to a range of resources (both in school and in off-site trips) which will enable them to engage meaningfully with the curriculum. This includes staffing ratios, specialist equipment, interactive whiteboards, staff training, use of external agencies, access arrangements</p>	<p>Review curriculum Review against EHCP targets Assess against appropriate assessment tool Ensure the most appropriate resources/equipment are used effectively for the pupil. Access specialist services (VI, HI, OT EP, SALT, CAMHS, our Health and Wellbeing Staff, Intervention Therapists Large print if needed and allocated additional time, copies of papers</p>	<p>Subject lead / Class teachers Deputy Headteacher Quality of Education Assistant Headteacher Subject lead / Class teachers / classroom staff Specialist services Exams Officer</p>	<p>Ongoing</p>	<p>All pupils will access the most appropriate curriculum pathway (Pre, semi formal, formal) to meet their individual needs. Pupils will access a range of resources (within school and in off-site trips) to engage meaningfully with their curriculum.</p>



		for exams.	kept in locked drawers during exam period and managed only by Examination's lead in school. Where within the rules of the agency, a scribe to be allocated and this to be recorded on relevant examination's paperwork and submitted before exams take place.			
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	Curriculum resources include examples of people with disabilities	Subject leads/class teachers to ensure resources include examples of people with disabilities so that pupils feel appropriately represented	Regularly review resources and find out about new resources/equipment CPD to develop staff knowledge Ensure resources are reviewed regularly to include examples of people with a diverse range of disabilities.	Subject lead / Class teachers / classroom staff	On going	Curriculum resources will be representative of the diverse school community and will support pupils feeling appropriately represented
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	<p>Curriculum progress is tracked for all pupils with SEND. Termly pupil progress meetings are allocated with SLT and each class teacher to track students learning accordingly. Students in receipt of PP/Bursary are reviewed in this meeting and a separate tracking system is in place to ensure all students have equal opportunities, in school.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>Progress is tracked for all pupils. Those on the pre-formal pathway are tracked using Routes for Learning. In Semi formal the students are assessed through Legend at pre-grade levels and in the Formal pathway pupils are working on the National curriculum at Entry, pre and GCSE levels. Progress is also tracked through EHCP targets and Captured in EHC review sheets each half term.</p>	<p>Termly audit of Progress. Annual Review to take place. Progress and Assessment Reports completed annually. Close liaison with specialist support services (VI/OT/HI etc) to monitor and review progress Regular review of curriculum and individual pupil need.</p>	<p>Subject lead / Class teachers Deputy Headteacher Quality of Education Assistant Headteachers Senior Leadership Team.</p>	<p>At least termly and for those on Semi and Formal pathways.</p>	<p>All pupils are tracked through the appropriate assessment based on their curriculum pathway. A bespoke approach is provided for our pupils very individual needs allowing fluid movement between pathways.</p>
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	<p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>The curriculum is regularly reviewed by subject leads.</p>	<p>Regular review of curriculum and individual pupil need. Regular monitoring and review of reduced timetable.</p>	<p>Subject lead / Class teachers Deputy Headteacher Quality of Education</p>	<p>Annually or as curriculum guidance changes</p>	<p>All pupils access a broad, balanced and relevant curriculum</p>
	<p>The use of partial timetables (usually an interim measure)</p>	<p>A reduced timetable can support a pupil back into class or be a transition process for them to move to another specialist provision.</p>	<p>Regular monitoring and review of reduced timetable. This will be registered with Nottinghamshire County council. All stakeholders will sign to ensure they are in full agreement of the reduced timetable.</p>	<p>Subject lead / Class teachers Appropriate member of the Senior Leadership Team</p>	<p>On-going as necessary</p>	<p>Pupils' attendance and confidence will improve and any anxieties reduced</p>



	<p>Every pupil and member of staff who has a type of physical need, VI, HI or medical need will have a PEEP completed by a member of the class team.</p>	<p>Ensure that they can access all areas of the school and safely evacuate in the event of an emergency</p>	<p>Review pupil (and staff) PEEPs or if anything changes regarding their need.</p>	<p>Class teacher Senior Leadership Team</p>	<p>At least annually or as things change or necessitate</p>	<p>All pupils (and staff) that require a PEEP will have an up to date one in place.</p>
	<p>Interventions are accessible to all pupils and include Elsa Counselling, Speech and Language plans, physiotherapy plans, occupational therapy plans.</p>	<p>Aid the physical, social and emotional wellbeing of pupils to further enable their access to the curriculum through an intervention referral process</p>	<p>Ensure all staff are aware of the range of interventions available and the process in which to make a referral.</p>	<p>Intervention Lead (Gayle Bowmer 2024-2025) Senior Leadership Team</p>	<p>Ongoing and reviewed half termly or termly.</p>	<p>Pupils will have access to appropriate interventions as needed</p>

	<p>Short term physical needs, due to operations or other injuries are risk assessed in order to ensure the pupil can access the full site safely or alternative provision put in place until this can happen.</p>	<p>To ensure that pupils can safely access Fountaindale School (or can access a suitable location or work at home) whilst they may be in plaster or have temporary mobility aids</p>	<p>Individual Risk Assessment to be completed prior to pupil's return to school. Input from medical professions and parents</p>	<p>Class Team EV Lead- Responsible for Risk Assessment. Class Teachers to support with remote learning where needed.</p>	<p>As needed and reviewed as things change or necessitate</p>	<p>Pupils will be able to access the school safely and risk assessments completed. If unable to access school, then alternative provision will be considered (including the home Environment).</p>
<p>Improve and maintain access to the physical environment</p>	<p>Our environment is adapted to meet the needs of the pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps and/or flat surfaces • Wide corridors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves / other resources 	<p>Ensure indoor and outdoor spaces are kept as clear as possible. Ensure that surfaces (indoor and outdoor) remain intact. Pupils have access to wheelchair accessible and/or height adjustable equipment and/or hoists to enable</p>	<p>Storage containers, and cupboards are maintained to safe and secure standard. Staff to report unsafe surfaces as soon as possible and repairs completed Hoists to be regularly serviced.</p>	<p>All staff Site Maintenance External Agency Senior Leadership Team – with responsibility for Health and Safety Governors</p>	<p>Ongoing</p>	<p>Indoor and outdoor spaces are kept as clear as possible. Surfaces remain intact Hoists in good working order All pupils are able to fully access teaching and learning opportunities in a range of</p>



	<p>available at wheelchair accessible height</p> <ul style="list-style-type: none">• Height adjustable equipment• Accessible play equipment for all pupils	<p>access to the hydrotherapy pool and for any transition from wheelchair. Enable access to all areas in school for all pupils. All pupils have access to a wide variety of accessible equipment</p>	<p>All and any faulty equipment to be reported and repairs completed. Ensure height adjustable equipment is purchased when replacing furniture as needed Conduct review of site premises regularly throughout the year.</p>			<p>environments All pupils have access to a wide variety of accessible equipment</p>
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<p>Improve the delivery of information to pupils with SEND.</p>	<p>Our School can use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Modified / large print resources • Braille • Picture or symbol representations • Makaton Signing • Communication Boards • Picture Exchange Communication Systems (PECS) • Augmentative and Alternative Communication • Objects of reference • Social stories • Visual timetables • Support from 	<p>Ensure that a range of communication methods are readily available to pupils, staff, parents and visitors to ensure that information is shared meaningfully with them</p> <p>Ensure as many parents as possible access and actively use Seesaw .</p> <p>Ensure staff have access to different training opportunities to maximise the learning environment for our pupils.</p>	<p>Communication Lead to provide training for Makaton Signing as needed</p> <p>Ensure that all classes are provided with new and replacement resources to support the full range of communication methods used across the school.</p> <p>Offer training for those less confident parents</p> <p>Offer training to staff to support the wide range of communication needs of our pupils - including use of external agencies where appropriate</p>	<p>Communication Lead Class teams</p> <p>Communication Mentors SLT</p>	<p>Ongoing</p>	<p>Pupils, staff, parents and visitors will continue to be able to access information meaningfully. Resources are provided which support the full range of communication methods used. Parents are actively and regularly accessing Seesaw Staff will have been trained to support the individual needs of our pupils as appropriate.</p>
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	<p>Nottinghamshire Specialist Teaching Service at the LEA</p> <ul style="list-style-type: none"> • Access to RNIB Bookshare 					
<p>Improve and maintain access to the physical environment</p>	<p>Corridor Width</p> <p>Disabled toilets and changing facilities</p> <p>All entrances are clearly marked to ensure visitors know where to locate areas of the school.</p>	<p>To ensure the outside areas are all accessible at Fountaindale</p> <p>To ensure there are sufficient car parking spaces as the staffing increases including disabled marked bays</p>	<p>Check over the year key entrance areas are cleared of debris during the year at key seasonal times.</p> <p>Monitor car parking for inappropriate public use and identify the disabled spaces.</p>	<p>KR</p> <p>GW</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Entrance will be clear from seasonal debris and all areas into school accessible for all.</p> <p>Car park will remain safe and used only by Fountaindale staff and visitors</p>



Improve delivery of information to pupils with SEND.	the of to with	e.g. Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage large print Pictorial or symbolic representations Video messaging	To ensure families have continued access to an online messaging tool.	Review use of Seesaw to ensure families are accessing it with ease and those with reading challenges are supported.	CE	Ongoing	All families will have access to class teams and SLT in a format that best suits their needs. Seesaw can be offered in Multilanguage's where needed.
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