



## Accessibility Plan

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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 disabled pupils to take better advantage of education, benefits, facilities and services provided. Improve the availability of accessible information to disabled pupils.

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 at our school 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 also. 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 centred 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. Links With Other Policies

4.1. 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
Ensure the school has conversation stations around the school that are accessible for all levels of conversation ability.	<p>PECs symbols</p> <p>Ipad use accessibility settings.</p>	To ensure the talk stations around school are all accessible to both readers and non readers at a level that they understand and can use independently.	<p>Purchase Picture News.</p> <p>Build talk stations and change materials weekly.</p> <p>Monitor use of communication station throughout the year.</p>	DM	July 2024	All children will have access to communication aids as part of understanding the wider curriculum.
Improve and maintain access to the physical environment	<p>Corridor Width</p> <p>Disabled toilets and changing facilities</p>	To ensure the outside areas are all accessible at Fountaindale	Check over the year key entrance areas are cleared of debris during the year at key seasonal times.	KR	Throughout school year	Entrance will be clear from seasonal debris and all areas into school accessible for all.
	All entrances are clearly marked to ensure visitors know where to	To ensure there are sufficient car parking spaces as the staffing increases	Monitor car parking for inappropriate public use and identify the	GW	Throughout school year	Car park will remain safe and used only by Fountaindale staff and visitors



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	locate areas of the school.	including disabled marked bays.	disabled spaces.			keeping designated disabled spaces for appropriate use.
Improve the delivery of information to pupils with a disability	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	Oct 2023	All families will have access to class teams and SLT in a format that best suits their needs.