



2021 -2023

ACCESSIBILITY PLAN

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Review date: 23 March 2023



INTRODUCTION

The Fountains High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Every young person who joins Fountains High School will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. Student achievement is celebrated in a pupil-centred teaching and learning environment and high expectations at school enables students to be as independent as possible so that they achieve their potential, ready for life beyond school.

The Fountains High School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.



LEGISLATION AND GUIDANCE

This document 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](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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 definition includes sensory impairments such as those affecting sight, hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



AIMS

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving the availability of accessible information to pupils with disabilities



ACTION PLAN – TO INCREASE ACCESS TO THE CURRICULUM FOR ALL PUPILS

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Increase access to the curriculum for pupils with a disability	Differentiated curriculum for all pupils – subject to ongoing review	To ensure full access to differentiated core subject teaching and new curriculum subjects GRIT, Cultural Capital	Review impact of curriculum through data collection. Monitor planning	GA CH AC		
	Resources tailored to the needs of the pupils including online opportunities. Adapted equipment for academic and practical/vocational curriculum areas	To develop use of adapted equipment throughout school for all aspects of curriculum.	Full implementation of Blended Learning opportunities. Purchase adapted equipment on advice of O.T./Physio teams. Purchase adapted equipment for physical support needs/P.E.	GA AC/CH IF		
	Effective and aspirational target setting for all pupils with additional needs	To ensure regular assessment and target setting tracked.	Development of Earwig monitoring tool to support assess, plan, do, review cycle	CH		
	Development of Curriculum model for Complex Learning Needs	To ensure full implementation of SHINE curriculum within Kaleidoscope	Review impact of curriculum through data collection. Monitor planning	GA CH DL		



ACTION PLAN – IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services	Wheelchair and disabled access is good across the school.	Maintain full DDA compliance. Maximise accessibility and ease of movement around school for students with mobility issues.	* Regularly review and update Access Audit. * Consult with stakeholders (including students and their families) and specialist advisors to identify areas for possible improvement. * Identify models of good practice and innovations made in other settings.	HT Site Officer SENCO H&S Lead	End of 2021/2022 academic year.	Improved student satisfaction. Improved Access Audit.
	Signage is clear and accessible.					
	A number of school minibuses offer wheelchair access and storage.	Ensure all minibuses offer maximum disabled access.	* Incorporate in specification for new minibus lease or purchase	HT Business Manager	TBC	Improved access to minibuses.
	PE is taught to all pupils with adjustments made to enable maximum access.	Continue to develop playground and sports facilities.	* Investigate feasibility of a multi-use all-weather sports pitch and other facilities such as a cycle track. * Identify external funding opportunities to secure resources.	HT Site Officer	TBC	Increased take up of and participation in sport and PE.
	Health and safety is managed effectively to create a safe environment.	Enhance and improve H&S to reduce accidents and injuries still further.	* Develop and implement a proactive approach to accident prevention.	H&S Lead	End of 2020-21 academic year.	Reduced accidents and injuries.



ACTION PLAN – IMPROVE AVAILABILITY OF ACCESSIBLE INFORMATION

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Improve the availability of accessible information to pupils with a disability	Total communication environment including use of Makaton, PCS symbols, braille signage and all relevant augmentative communication systems.	To ensure communication and displayed information in school environment accessible for all.	VI Training for designated TA Audit school signage to ensure clarity and accessibility for all Induction loops/lights on fire alarms (hearing impaired)?	MG IVA		Effective communication of information about all needs throughout school
	Dyslexia friendly classrooms - use of anti-glare paper and IWS	To ensure learning materials and classroom setting supports access to information	To gain Dyslexia Friendly Champion	AC		
	Ongoing Programme loaning Laptop and Chrome Book equipment, available to all students to access online/Blended learning	To ensure access to online learning for all students, including AAC Grid Player where appropriate	IT Loan scheme to complete roll out of equipment and review Monitor use of iXL and MyOn	GA AA JC	Spring 2021	All students able to access online learning offer



MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Chair of Governors (Mr David Symons) and the Headteacher (Mr Gareth Allen)

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality policy and objectives
- First Aid policy including supporting pupils with medical conditions

The school will utilise existing and develop new partnerships as appropriate to facilitate the implementation and further development of this plan. Existing partners include the Esteem MAT, Staffordshire County Council, East Staffordshire Borough Council and Burton Albion Community Trust.

The Fountains High School complaints procedure ([insert link](#)) offers a mechanism for formally raising issues of concern over accessibility in school. Concerns about accessibility or any aspect of this plan should be raised following the steps outlined in the complaints procedure.

A range of stakeholders have been consulted and have had input in the development of this accessibility plan. These include Mr Ian Van Arkadie (Lead for Health & Safety), Mr Kevin Billings (Site Officer) and Mr Gareth Allen (Headteacher).



ACCESS AUDIT

The High School is a single storey facility split into two main blocks with an additional separate classroom located in the Sensory Garden adjacent to the Playground. The two blocks house teaching areas along with offices, toilets and staff facilities. The larger of the two serves as the main entrance and reception for the school and also includes the school hall and kitchens, medical room, changing facilities and meeting rooms.

Corridors and circulation areas are wide and offer several access points from outside. In order to accommodate variation in ground levels in the larger block, a small set of permanent steps has been built in the corridor outside the hall. A lift able to accommodate a large wheelchair is located next to these. This is maintained on a regular basis through a service agreement. School staff are trained in the operation of the lift when relevant and training is reviewed annually.

The car parking for staff and visitors includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities on site. All ramps are fitted with handrails.

The school has internal emergency signage and escape routes are clearly marked. There is a refuge area for wheelchair users.

The school has been reorganised with Kaleidoscope having a bespoke unit placing those classes together including refurbished classrooms, toilets and sensory room.