



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Accessibility Plan

Written: August 2023

To be reviewed: August 2026

Owner: Mrs Nicola Price

Ratified by: Mr David Symons (Health and Safety Link Governor)





Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

These aims link to our school values which are centered around 'Personal, Learning and Thinking Skills'. Through these we ensure that we build each child character education through learning how to be: Self Managers; Effective Participators; Creative Thinkers; Reflective Learners; Independent Enquirers and good team Workers. These also link to treating everyone equally, fairly and with respect.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. These partners include the NHS, Burton Albion Community Trust and Staffordshire County Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors, Lead for Health & Safety and Site Supervisor.

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 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.

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 or 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We already use resources tailored to the needs of pupils who require support to access the curriculum, this could be extended. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.	We will ensure that all pupils with a physical disability will have the same access to the school curriculum including PE as the other children through the increase use of adapted equipment. We will ensure that all pupils are bought appropriate seats and standing equipment to use in school	To buy adapted equipment, including writing frames, pencil grips, adapted bikes, adapted cutlery/cups, seating equipment and adjustable iPad holders	NP/LK	July 2026	Items bought and access at an optimum. All items continually replenished. Equipment needed bought for all new children on roll.

	Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Accessible toilets • Changing facilities • Disabled parking bays • Disabled toilets and changing facilities • Hand rails • Intervention rooms • Sensory breakout rooms	We will ensure that all classes following an EYFS curriculum have a dedicated sheltered outdoor learning area.	Ensure plans are made for all areas to have a sheltered outdoor area.	NP	October 2023	Items bought and access at an optimum

Improve the delivery of information to all stakeholders across schools	Our school already uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction evenings • Fire alarms have flashing lights • Home school diaries • Communication boards both during class and in the wider environment • Pictorial or symbolic representations	Due to parental and carer feedback we will use a communication app in school to support the communication between school and home. This app will also have the ability to translate text into over 30 languages alongside having the text spoken to support users with a visual impairment.	Ensure that all communication app and that parent forum sessions are planned for to support all stakeholders.	NP	December 2023	Ensure the app is accessible to all and used.
Improve the wrap around care for children ensuring that all	Our school currently offers aa breakfast club from 815am and an after school club provision until 415pm.	Due to parental and carer feedback we would like to increase the breakfast club to an 8am start and extend the	Begin to make links with other providers to support the school with this	NP	December 2025	An after school provision from 8-6pm and in some holidays.



children (regardless of disability) have the opportunity to access a holiday club and longer school days (where needed), whilst developing the quality of clubs on offer to all, extending the rich curriculum offer.		provision until 6pm at night, including some focused clubs such as scouts, swimming lessons and martial Arts.	vision. Begin to increase to one longer day and a couple of days holiday club (in each holiday) to assess impact.			
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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 Health and Safety Link Governor (Mr David Symons)

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- First Aid and Supporting pupils with medical conditions policy