



The Fountain School

Policy Documentation

Policy: Accessibility Plan

Responsibility for Review: Head teacher
Date of Last Review: November 2025

Disability Discrimination Act (DDA)

Accessibility Plan

Introduction

Schedule 10 of The Equality Act 2010 replaced The SEN and Disability Act 2001 which had extended the Disability Discrimination Act 1995 (DDA) to cover education. The school has three key duties towards disabled pupils, under Schedule 10 of The Equality Act 2010:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required under paragraph 3 (2) of schedule 10, Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and ethos

Amongst the school's vision, it is our aim to provide a broadly balanced high quality Islamic and mainstream based theoretical and vocational education within a secure Islamic, all female environment.

As an inclusive school we try to provide effective learning opportunities for all pupils by modifying, as necessary, the mainstream education programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. We aim to follow the following three principles for inclusion:

- (i) Setting suitable learning challenges

- (ii) Responding to pupils' diverse learning needs
- (iii) Overcoming potential barriers to learning and assessment for individuals and groups of pupils

As a small school we are committed, as far as we are able, to offering the best opportunities for all pupils in this community and to the wider community which we serve, and we pride ourselves on the adaptability of staff, parents, and pupils alike to make education work for all in our care.

The school has set the following priorities for the development of the vision and values that inform the plan:

- to communicate our vision and values to staff, pupils, parents, and wider community through formal and informal channels
- to consult with staff, parents, pupils and wider community on the development and review of the vision and ethos

1B: Information from pupil data and school inspection

The school currently caters for about 38 pupils aged from 11 to 16 years. We understand the wide nature of disability as defined under DDA with regard to mobility, manual dexterity, physical co-ordination, ability to lift/carry, speech, hearing and sight, memory/concentration, continence, and perception of physical danger. Whilst none of our children are identified as having specific learning difficulties at school or is currently identified as 'disabled' within the definition. However, we do recognise the responsibility to cater for all as far as we are able and that we need to plan for all eventualities as is practicable given realistic expectations and very limited budget.

As a school we have links with Bradford Education and Bradford Planning and Regulation Department upon whom we can draw upon for training and advice for specific needs of pupils. As a small school we try to be forward looking and plan flexibly for the needs of all our pupils on a long- and short-term basis. Our policies are as inclusive as we can make them and are adaptable.

The school has disable parking bays in the car park, disable access to the school front and rear, access to all floors via lift and a disabled toilet.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school is organised into 5 years, each with a designated class. The desk furniture is floor based and, in the circumstances, pupils sit on the floor. However, the school is able to provide suitable desks and seating for those students who are assessed as being unable to use the floor-based desks.

Support staff, when required, are deployed carefully and flexibly to support pupils where there is greatest need, and the timetable is also flexible to ensure appropriate support. Training will be targeted at specific staff for specific pupils as and when necessary.

Each 'disability' must be considered individually in a small school such as ours, especially in regard to access to extra curriculum activities. We can ensure that appropriate transport and support is ordered for school trips and ensure that the activities are accessible and appropriate. For special events staff need to ensure children are placed appropriately to maximise their inclusion e.g. near front, back, away from light etc and that people delivering the sessions are aware of specific disabilities.

We intend to seek advice on induction loops as and when there is a need for pupils/staff with hearing impairments

Free movement around the school and onto the playground, for assemblies, lunch, PE and playtimes is accessible for wheelchair users/ children with limited mobility.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

No major concern for access in or out of the building save that the main entrance has a raised step and may propose an obstacle for the unassisted self-reliant individual using a wheelchair. The school is carrying out consultation with local contractors and advisors regarding this issue. Having said this rear unhindered disabled access is available to the building from the rear which can be reached by going through the playground.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information will be provided in the format which is most suitable for the needs of individual children. Consideration will be made concerning information, which is sent home, depending on the needs of parents, and also differentiated approaches in the delivery of information, either written, auditory or through face to face.

3. Making it happen

3A: Management, coordination, and implementation

The school has set the following priorities for the management, coordination and implementation of the accessibility plan: see below

3B: Getting hold of the school's plan

The school has set the following priorities for making its plan available:

- available on request from school office
- the plan will be included in the new school prospectus

- the plan will be linked to the school website when it becomes operational
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Accessibility Plan

No	Item /Plan	Activity/Impact	Time scale	Cost
1.	Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment	As and when needed	variable
2.	Continue to develop a range of resources for students with physical, sensory and/or medical needs as and when needed including special visual display units and induction loops	All students will have equal access to learning materials in the classroom	Ongoing	variable
4.	Ensure that regular and effective training to meet the needs of students with physical needs is provided to teaching and support staff	Learning is differentiated so that students with physical needs are able to access learning successfully	October 2024	none
5	Wheelchair access to main entrance	To adjust/level main step to allow unaided wheelchair entry/exit	September 2026	£1500-£2000
6.	External Steps	Mark steps with yellow highlighting paint on all exterior steps to the building	April 2017	£200