Fortitude School 2026/27

Accessibility Policy & Plan

Date of policy	**September 2026**
Next review date	**September 2027**
Frequency of policy review (annually, every two years)	**Annually**
Policy owner	**Headteacher**
List of connected policies	**Curriculum Policy, SEND Policy, Inclusion Plan**

Our whole school mission statement:

“With Fortitude and Resilience, we can all achieve our dreams” Our

moral Values:

Courage, Compassion and Commitment – Our 3 C’s.

Accessibility Policy & Plan

Aims

Fortitude School is an inclusive environment and our 3C’s values reflect our commitment to a whole school environment where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high-quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post- 16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
Under the 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.

Our Special Educational Needs Policy outlines our provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage and maintain our SEND provision.

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 auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Albion Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled

pupils

Accessibility Plan 2024/2025

1. Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum Our aim is to reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
SEND register and information on children with	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals.	Autumn term 2024 and ongoing as pupils enter the school	SEN and Medical needs will be up-to-Date and used as working documents
Effective communication and engagement of parents transition.	Head teacher SENDco SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs. build relations with other local SENDCOs.	-Up-to-date Passports and EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents appropriate resources and provision. Smooth pupil transitions
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.
Use appropriate assessment tools and activities for children	SENDco	Use other professionals suggestions for	-SENDco/Teachers time - External agency support	One year	Children working pre-key stage will have consistent approaches

		SENDCo to attend SEND Hub meetings and see what other SEND provisions are doing to support pupils working pre-key stage.			Children working pre- key stage will access every subject in a tailored way. 1:1 support if needed
To ensure that the medical needs of all pupils are met fully within the capability of the school	Head	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions/cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg, visual timetable, writing with symbols, wobble cushions etc Purchase Widgit to make resources.	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	Head/SLT/QofE Lead	Track intervention success staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions. Sensory room	-Training on new interventions through external professionals -Resources required to deliver interventions	One year	Progress and attainment of all children tracked Improve sensory interventions. Sensory room used by all SEND knowledge increasing of for staff
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Individual curriculum plans if needed 1;1 support if needed	Books SEND resources	One year	They will feel seen in the curriculum and resources. Barriers to learning being removed

2. Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Ensure all children feel safe and involved at playtimes	Pastoral leader/Staff	Staff modelling and encouraging children to join in games Monitor children who may not be involved at playtimes identified and action plans put in place	-Buddy system for new children Staff always involved at break/lunch times	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Site Manager	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety with parking	-Premise meeting minutes - Premise walk	On going	There is safe access throughout the school No accidents or near misses at front of the buidling
To make effective use of the Sensory Room	SENDCO/ Pastoral Lead	Children to use the Sensory room for regulation. Children to access nurture group to help build life skills. Staff to be taught how to use the equipment in the sensory room	-Timetables for rooms	On-going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

3.Improve the access and delivery of written information					
To improve the delivery of information for disabled pupils and parents					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Review documentation on website to check accessibility for parents	SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Time to check	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Head	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SENDCO	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	Training Time for meetings	Spring term 2024 and on-going.	All school staff aware of SEND disabilities of children in their classes