



Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Accessibility Policy

Review due	January 2026
Last review	January 2024
Reviewed by	Margaret Simpson Business Manager Thereza de Lucca Headteacher
Approved by	Julie Smith Chair of the Board

Contents	Page
Aims	3
Context	3
Equality objectives	3
Legislation and guidance	4
Monitoring arrangements	4
Links to other policies	4
Appendix – Accessibility Plan (template)	5

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

Fountain Head House School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. 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.

Context

Fountain Head House School is a small independent school offering provision for up to 80 pupils in the age range of 4 to 16 years (Early Years to Key Stage 4). All pupils at Fountain Head House School have Education, Health and Care Plans (EHCPs) with specific outcomes under the areas of need (Communication and Interaction; Cognition and Learning; Sensory and Physical; Social; Emotional and Mental Health).

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

Fountain Head House School follows a curriculum model which provides a therapeutic educational framework that promotes the development of Cognitive Knowledge, Emotional Wellbeing and Functional Skills. It is acknowledged that pupils' past experiences both in school and life will influence their ability to engage in learning. It is, therefore, paramount to support pupils' emotional wellbeing as a foundation for learning as a whole.

We believe that all children have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The Fountain Head House School curriculum is planned to meet each pupil's individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

Equality Objectives

Fountain Head House School has set the following objectives with focus on developing a culture equality, diversity and inclusion as we prepare our pupils to be citizens of Modern Britain.

- To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum.
- To encourage staff and students to celebrate and embrace cultural diversity increasing their awareness of British Values.
- To encourage increased participation in school life for families through our Engaging with Parents & Carers approach.
- To ensure the school's motto – "Together We Grow And Shine" is at the heart of school life and reflects an inclusive ethos which promotes diversity.
- To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.
- To promote effective transition into and from the school.
- To ensure the pupils are prepared for life in modern Britain and their next stage of learning.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher in liaison the Senior Leadership Team. It will be submitted to and approved by the School Board.

Links to other policies

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

- FHHS - Risk Management Policy
- FHHS - Health and Safety Policy
- FHHS – Equality, Diversity and Inclusion Policy (including the Public Sector Equality Duty statement and Equality objectives)
- FHHS – Special Education Needs, Disability and Inclusion Policy

- FHHS - Supporting Medical Needs Policy

Appendix – Accessibility Plan (template)

Fountain Head House School Accessibility Plan



FHHS – Accessibility Focus – Curriculum Access

Focus	Current Access - Impact	Planned Access - Impact	Lead - Team	Timescale

FHHS – Accessibility Focus – Environment Access

Focus	Current Access - Impact	Planned Access - Impact	Lead - Team	Timescale

FHHS – Accessibility Focus – Communication Access

Focus	Current Access - Impact	Planned Access - Impact	Lead - Team	Timescale