



Accessibility Plan

1. AIMS

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to cover the three areas listed below. Our strategies to achieve this are set out in Section 5:

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

Fortismere aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At Fortismere, everyone is equally valued and everyone treats one another with respect. Our students will be provided with opportunities to experience, understand and value diversity.

Fortismere aims to include all students, including those with disabilities, in the full life of the school and to support this will:

- Have high expectations for all students
- Identify ways in which all students can take part in the full curriculum including sport, music and drama
- Plan school trips and activities so that reasonable adjustments can be made to support the inclusion of disabled students
- Set admission arrangements that do not discriminate against disabled students
- Use teaching strategies that help to remove barriers to learning for students with disabilities
- Plan the physical environment of the school so that it supports the needs of our disabled students
- Provide information for disabled students in a format that is accessible and user friendly
- Use language that does not offend and make the whole school community aware of the importance of language

2. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#)

Definition of disability

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, learning difficulties and certain long-term health conditions when they have a long-term and substantial impact on a student's everyday life.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. MONITORING AND PUBLICATION ARRANGEMENTS

This plan is available online on the school website, and paper copies are available upon request.

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

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the CoHeadteachers.

4. LINKS WITH OTHER POLICIES

This Accessibility Plan is linked to the following school policies:

- Behaviour policy
- Health and safety policy
- Equality objectives & plan
- Special educational needs and disability (SEND) policy
- Special educational needs and disability (SEND) Information report

5. ACCESSIBILITY PLAN: STRATEGIES AND TARGETS 2022-25

Our targets will support the three areas outlined below:

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

Target	Area	Strategy	Staff leading	Resources
Ensure that classrooms and learning spaces are accessible to all students	Physical environment	Staff to have access to information on students needing specific arrangements e.g. seating, location, lighting, blinds etc	SLT	MIS Student passports Risk registers Inclusion Panel Notes
Ensure that staff are fully aware of the disabled students who need adapted teaching and extra support	Curriculum	Staff to have access to information on students needing adapted teaching strategies and extra support	SLT	MIS Student passports Risk registers
Provide training and continuing professional development for staff so they can meet disabled students' needs in terms of accessing the curriculum	Curriculum	Training and CPD for staff on adapted teaching strategies	SLT	CPD sessions INSET days Twilight sessions Department meetings Email bulletins
Ensure that the pupil voice of disabled students is heard	Curriculum	Increase opportunities for disabled students to have a say in their support and provision and in the wider life of the school	EB & NF	Annual review process Review meetings Student Ambassadors programme
Ensure that information is provided to disabled students in an accessible way, recognising that different	Information	Staff to be aware of disabled students' needs and their information requirements. Staff to consider information accessibility issues	NF	MIS Student passports Risk registers

students will require different arrangements in different situations		when resourcing and planning the curriculum and school activities		
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6. REVIEW

Our Plan and strategies and targets will be reviewed in September 2025