



4 - 18 yrs Co-educational Independent Day School

Accessibility Plan

Approved by: David Preston, Headteacher

Date: 05.09.25

Last Reviewed: September 2025

Review Period: 3 Years

Next Review Due: September 2027

Arnold Lodge School values the diversity of our school community and we appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities bring to school life.

Schedule 10 of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) places a legal requirement on all schools to prepare, publish, implement and review an accessibility plan for disabled pupils, covering a rolling period of at least 3 years.

ISI Inspectors are required to certify that an independent school has discharged its duty under the legislation.

Arnold Lodge School was founded in 1864 and is largely located in converted Victorian buildings; as such our physical facilities for persons with disabilities are limited. We will, however, make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

Access between each floor is by stairwell only. The school has previously investigated the feasibility of installing a lift and/or stair lift, and was advised that neither was possible within the building's present structure.

Version History

Version	Date	Author	Change Made	Reasons for Revision
1.0	July 2020	FS Head of SEN		
2.0	September 2024	HB SENco	New plan	New three-year rolling plan New SENCo
2.1	April 2025	MJ Head of Inclusion	Added guide dog accessibility objectives; updated physical environment priorities	Pupil with visual impairment requiring guide dog access
3.0	September 2025	MJ & HB	Major revision: updated to 2025–2027 rolling period; added consultation evidence (Section 5); expanded curriculum access to include neurodiversity strategies; updated staff responsibilities following restructure; revised cost estimates based on supplier quotations; added SEMH regulation spaces; updated completed objectives table	Annual review; restructure of Inclusion role; alignment with ISI Inspection Framework (September 2025) and KCSIE 2025

I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. An Accessibility plan is a practical tool for implementing the schools policies to give access to disabled and pupils with learning difficulties. It is therefore an important adjunct to the school's policies on Special Education Needs and Disability (SEND). The purpose of the plan is to:

- To treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- Ensure that every person at Arnold Lodge – visitor, staff, parent or pupils – feels welcome.
- Ensure that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- Collaborate with available partnerships to develop and implement the plan to make suitable adaptations to meet our pupils individual needs and achieve the aims of this policy.
- A range of stakeholders to be involved in the development of this accessibility plan, including parents, pupils, staff and Directors.

At Arnold Lodge, our core values of honesty, hard work and kindness create an environment that is wholly inclusive to all children and adults. Inclusivity of others is at the heart of our school community and strives to ensure that every person at Arnold Lodge – visitor, staff, parent or pupils – feels welcome.

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.

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

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010. It has been prepared with reference to the Department for Education's non-statutory guidance, *Equality Act 2010: Advice for Schools* (DfE-00296-2014, May 2014), and the *SEND Code of Practice: 0 to 25 years* (2015). The plan should be read alongside the school's SEND Policy, Equal Opportunities Policy and Admissions Policy.

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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Section 149 of the Equality Act 2010 establishes the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster

good relations. Although independent schools are not directly subject to the PSED, Arnold Lodge School voluntarily adopts its principles as a framework for good practice and in recognition of the ISI inspection requirement to demonstrate compliance with duties under the Equality Act, including Schedule 10 (ISI Handbook, September 2025, paragraph 123).

The reasonable adjustments duty is both reactive and anticipatory. Schools are expected not only to make adjustments for individual disabled pupils currently on roll, but also to consider in advance what adjustments may need to be made for disabled pupils generally (DfE Equality Act Advice for Schools, paragraph 4.22). Arnold Lodge School takes a proactive approach to anticipating a range of potential needs and planning accordingly, as demonstrated throughout this plan.

Reasonable Adjustments for physical and learning difficulties.

3. Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

4. Contents of plan

Under Schedule 10, paragraph 3(2) of the Equality Act 2010, the three statutory duties of an accessibility plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum (Equality Act 2010, Schedule 10, para 3(2)(a))
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided (Equality Act 2010, Schedule 10, para 3(2)(b)).
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (Equality Act 2010, Schedule 10, para 3(2)(c)).

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

The plan that follows has been developed following

- an audit of existing arrangements within the school for accessibility to the school's facilities, curriculum and information by disabled pupils and to pupils with learning difficulties.
- Consideration of actions that could be taken in order to increase such accessibility.
- Allocation of priorities to these actions, taking account of existing and known prospective pupils, to determine and appropriate timescale for their completion.

5. Monitoring and review

The plan covers a rolling three year period (2024 -2027 Revised in 2025) and will be reviewed and updated on an annual basis. Resources will be allocated to implementation of the plan from annual budgets according to the timescales given.

This plan was developed following consultation with parents/carers of pupils with disabilities and SEN, the school's inclusion team, class teachers, and the pupil voice group during the Autumn Term 2025 . Parents of disabled pupils and pupils with additional needs were invited to share their views on current accessibility arrangements and priorities for improvement through parent drop ins. Their feedback directly informed the prioritisation of actions within this plan, particularly accessibility for Theo our guide dog and accessibility software such as Read Write particularly for EEAs. This consultation process will be repeated annually as part of the plan's review cycle

Arnold Lodge School will make reasonable adjustments to

- > Curriculum
- > classroom organization and timetabling
- > access to school facilities
- > school sports
- > breaks and lunchtimes
- > the serving of school meals
- > assessment and examination arrangements
- > school discipline and sanctions
- > exclusion procedures
- > school clubs, educational visits and other activities
- > preparation of pupils for the next phase of education

Arnold Lodge School will take reasonable steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation for pupils with disabilities and learning difficulties. The school will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirement of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. These members of staff will also enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

6. Existing pupils

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head teacher shall set up a consultation process so that interim measures can be put in place to support the pupil to access their education, whilst also considering that longer term requirements may be determined.

The school will take all reasonable steps to ensure that a pupil who becomes disabled during their career at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

7. Learning difficulties

Under section 66 of the Children and Families Act 2014, the school uses its best endeavours to identify and support pupils with special educational needs (SEN). Arnold Lodge employs a proactive approach to identification, including whole-school screening tools (such as dyslexia screening and NGRT/NGST), ongoing teacher assessment, and the graduated approach of Assess, Plan, Do, Review as set out in the SEND Code of Practice 2015 (paragraphs 6.44–56). Where screening or assessment indicates that a pupil may have a specific learning difficulty such as dyslexia or dyspraxia, the school will notify parents/guardians

and work collaboratively with them to determine appropriate next steps, which may include a referral for formal diagnostic assessment by an external specialist. The school will support families through this process, including by recommending appropriate professionals and sharing relevant school-based evidence.

7i. Early Years Foundation Stage:

Arnold Lodge School is committed to ensuring that its Reception provision is fully accessible to all children, including those with disabilities or special educational needs. This commitment is grounded in two intersecting legal frameworks: the Early Years Foundation Stage Statutory Framework (2024) and the Equality Act 2010.

Arnold Lodge School recognises that children joining the school in Reception may have a range of additional needs, including physical, sensory, communication, and developmental differences, which require specific consideration within the Early Years Foundation Stage (EYFS) framework. The EYFS Statutory Framework requires providers to ensure that all children, including those with disabilities or special educational needs, have full access to the seven areas of learning through a well-planned, inclusive environment and curriculum. In line with this duty and the broader requirements of the Equality Act 2010, Arnold Lodge is committed to ensuring that its Reception provision is accessible to all pupils.

Physical Environment

The school will ensure that the Reception classroom and any associated outdoor or shared spaces used by Reception children are physically accessible and appropriately adapted. This includes ensuring that furniture and resources are at a suitable height for young children, that pathways within the learning environment are clear and safely navigable for children with physical or mobility needs, and that the layout of the classroom supports independent movement and participation in play-based learning. Where a prospective or current Reception pupil has a known physical disability or mobility requirement, the EYFS Lead will liaise with parents, relevant specialists, and the SENCO to put appropriate reasonable adjustments in place prior to or promptly following the child's entry to school.

Communication and Interaction Support

Communication and language is a prime area of learning within the EYFS framework and one where barriers to access can be particularly significant for young disabled children. Arnold Lodge will ensure that its Reception provision includes the use of visual supports such as visual timetables, now-and-next boards, and symbol-supported instructions to aid understanding for children with difficulties within the Communication and Interaction area of need. The school uses WellComm as a whole-cohort speech and language screening tool; all Reception pupils are screened in the Autumn term to identify any communication needs at the earliest possible stage. The EYFS Lead and specialist TA will work with the SENCO and, where appropriate, with external speech and language therapists to ensure that the most effective communication strategies are consistently implemented across the Reception environment.

Social, emotional and Mental Health

The school recognises that sensory processing differences and challenges with emotional regulation can significantly affect a young child's ability to access learning and participate fully in the school day. The Reception environment will incorporate a designated calm or regulation space within classroom environment, available to any child who requires it as part of the classrooms universal provision. The EYFS Lead will ensure that sensory tools and resources (such as fidget aids, weighted items, and noise-reducing headphones) are available and used appropriately in line

with individual children's needs. Where a child has identified sensory needs, a sensory profile or individual support plan will be developed in collaboration with parents and, where relevant, with occupational therapy or other specialist input. Staff in Reception will receive training in sensory awareness and trauma-informed approaches as part of their continuing professional development.

Cognition and Learning

The school recognises that some Reception children may present with, or be in the process of being identified as having, difficulties with cognition and learning. These may include global developmental delay, specific learning difficulties such as dyslexia or dyscalculia, or other conditions affecting a child's ability to process, retain and apply information. In the EYFS, such difficulties may not yet carry a formal diagnosis, but this does not reduce the school's obligation to make reasonable adjustments and provide appropriate support.

Arnold Lodge will ensure that the Reception curriculum is delivered flexibly and accessibly, using a range of approaches suited to different learning styles and developmental stages. Play-based and multi-sensory learning opportunities will be planned and resourced so that children with cognition and learning needs can access the same areas of learning as their peers, with appropriate differentiation and adult support.

The EYFS Lead and specialist TA will use ongoing observation and formative assessment, alongside any available information from pre-school settings, health professionals, or educational psychologists, to identify children who may be experiencing difficulties at the earliest opportunity. Where a child is identified as having a cognition or learning need, the school will implement the graduated approach of Assess, Plan, Do, Review in line with the SEND Code of Practice 2015, involving parents as active partners throughout. The school will seek specialist advice, including from the local authority's early years SEND support services, where a child's needs require input beyond what can be provided through in-house differentiation and support.

Physical and Sensory Needs

Children in Reception may have physical disabilities, visual impairment, hearing impairment, or other sensory needs that affect their ability to access the learning environment, the curriculum, and the wider school day. Arnold Lodge recognises that for some children, this will be the first time their needs are formally identified and supported within an educational setting, and that the transition into school requires careful planning in partnership with parents and, where relevant, with health and specialist professionals.

Where a child has a known physical or sensory need prior to entry, the EYFS Lead will meet with the child's parents before or shortly after admission to agree the adjustments and provisions required. This may include adaptations to the physical environment, the procurement of specialist equipment, modifications to how learning activities are presented or recorded, and arrangements to ensure the child can participate safely and fully in all aspects of the school day including outdoor learning, PE, and school trips.

The EYFS Lead, specialist TA, and SENCO will work together to ensure that any agreed provisions are consistently implemented and reviewed regularly as part of the Assess, Plan, Do, Review cycle.

8. Prospective staff members

The school welcomes applications from people with disabilities. In line with section 60 of the Equality Act 2010, the school will not ask about health or disability before making an offer of employment, except where permitted by law (for example, to establish whether reasonable adjustments are needed for the recruitment process itself). Once a conditional offer has been made, prospective staff members are encouraged to disclose any disabilities so that the school can discuss and implement reasonable adjustments to support them in their role.

9. Existing staff members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members are encouraged to disclose to the school, in confidence, any medical condition, health problem or disability that may affect their work, so that the school can consider and implement reasonable adjustments. Where appropriate, the Head teacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

10. Personal information

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (2018).

11. Action plan

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

Previous Objectives	Previous Actions	Responsible	Due Date	Success?
<ul style="list-style-type: none"> By September 2020, develop consistent knowledge, skills and expertise in order to support pupils with a visual impairment 	<ul style="list-style-type: none"> Head of SEND to review training and provision Head of SEND to recommend resources for teachers 	FS(Head of SEND)	July 2020	Completed – now normal practice
<ul style="list-style-type: none"> Develop knowledge, skills and expertise in order to support pupils with an audio impairment 	<ul style="list-style-type: none"> Head of SEND to review training and provision Head of SEND to recommend resources for teachers 	FS(Head of SEND)	July 2022	Completed – now normal practice
<ul style="list-style-type: none"> Develop teachers' knowledge of supporting pupils with ASD 	<ul style="list-style-type: none"> Head of SEND to review training and provision Head of SEND to recommend resources for teachers 	FS(Head of SEND)	July 2022	Completed – now normal practice
<ul style="list-style-type: none"> By September 2022, develop high quality facility for supporting mental health in school (particularly anxiety) 	<ul style="list-style-type: none"> Headteacher to review curriculum access, training and provision. Head of SEND to recommend resources for teachers 	DP (Headteacher)	July 2022	Completed – now normal practice
<ul style="list-style-type: none"> Improve access to school events for pupils with autism 	<ul style="list-style-type: none"> Support from a nominated keyworker to attend whole school events and assemblies Ear Defender/Noise cancelling Headphones 	FS(Head of SEND)	Sept 2018	Completed – now normal practice
<ul style="list-style-type: none"> H&S to consider accessibility regularly 	<ul style="list-style-type: none"> H&S committee to undertake termly school walkabouts to check on the quality of the school site. - 	HK (Compliance Manager)	Sept 2024	Completed – now normal practice
<ul style="list-style-type: none"> Improving access to site for visibility 	<ul style="list-style-type: none"> Update to all 'yellow steps' Hand rails to be coloured differently to the walls to increase visibility in Seniors for XX and XX. Guide dog policies and procedures in place Staff training on supporting visual impairment 	MJ (Head of Inclusion)	Sept 2024	Completed – now normal practice

Increase access, through Quality First teaching, to the curriculum for pupils with a disability

Current Good practice

- > Our school offers a differentiated curriculum for all pupils.
- > We use resources tailored to the needs of pupils who require support to access the curriculum.
- > Curriculum resources include positive examples of people with disabilities.
- > Curriculum progress is tracked for all pupils, including those with a disability.
- > 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.
- > Annual review of all policies to ensure that our vision, value and ethos statements are reflected.
- > Small group teaching of all pupils which enables identification and support of access needs.

Cognition & Learning	Sensory & Physical Needs	Social, Emotional & Mental Health	Communication & Interaction
<ul style="list-style-type: none"> > Regular opportunities for feedback and questioning to support learning. > Use of dyslexia friendly fonts across teaching resources. > Ensure that pupils have access to high-quality interventions > Improve staff knowledge and training to support pupils' achievement. > Classrooms are functional learning spaces with equipment needed to teach the year group. > Pupils have a wide variety of subjects on their timetable to have opportunities to demonstrate their ability in other ways. > Use of IT equipment > Dyslexia Screening > NGRT/NGST to support identification 	<ul style="list-style-type: none"> > Working in partnership with Local Authority Services to ensure that we are supporting our pupils with sensory impairments (visual and hearing impairments). > Implement the recommendations made and to improve curriculum access for pupils with sensory impairments. For example: <ul style="list-style-type: none"> ○ Modified resources ○ Use of ICT ○ Adjustments to seating plans ○ Adaptations to environment (e.g. closing blinds to stop the glare from the sunlight or layouts of classrooms) ○ RNIB Bookshare Account to access electronic copies of texts ○ Pupils also have the option of leaving lessons early to navigate the corridors ○ Alternative arrangements for P.E, e.g. priority for choice of sport or alternative roles (e.g. refereeing role) ○ Staff training from sensory specialist teacher working with pupils in school to upskill staff. ○ Ear Defenders/Noise-cancelling Headphones 	<ul style="list-style-type: none"> > Pupils all have a classroom teacher who acts as a key worker for pupils with SEMH > Additionally. Pastoral Leads in pace in Key stages 3 and 4 so that pupils have a nominated member of staff to go to when they are experiencing distress and anxiety. > Transition timetables for pupils who need a graduated approach to accessing full time education > 1:1 support. > Targeted development of social skills, communication skills and emotional resilience from teaching staff.. > Early lunch passes and dedicated lunchtime seating for pupils who need a quiet space in which to eat their lunch > Personalised reward systems. 	<ul style="list-style-type: none"> > Visual timetables and visual homework timetables > Withdrawal from, or support from a nominated adult to attend, whole-school events such as assemblies or the two-minute silence > Ear Defenders/Noise-cancelling Headphones > Restorative practice. > WellComm purchased in Sept 24. In school screening of all of Reception pupils in Autumn 25. > Referral system for speech and language

Improve accessibility of the school site

Timeline	Objectives	Actions	Responsible	Timescale & Cost	Evidence of Outcomes
Short Term By December 2025	Priority: Guide dog accessibility	<ul style="list-style-type: none"> > Create designated toileting area with bin. > Clear corridor obstacles audit. > Consider automatic doors at main entrance 	DP/MJ	October 2025 £8,000	<ul style="list-style-type: none"> > Guide dog team assessment positive. > Y12 pupil independent movement achieved
	Create SEMH regulation spaces	<ul style="list-style-type: none"> > Sensory space for IP both in the classroom and corridor. > Quiet lunch room area established. > Outdoor calming area – look at under cover area by hall 	Matt James Laura Sweetman	December 2025 £300	<ul style="list-style-type: none"> > Quiet spaces take up is high > IP becoming more independent in choices
	Improve visual environment	<ul style="list-style-type: none"> > Reduce visual clutter in corridors. Install blinds to control light. Create low-stimulation routes. Consistent colour coding by zone 	Hazel Burcham All staff	November 2025 £3,500	<ul style="list-style-type: none"> > Autism-friendly environment. > Pupil anxiety surveys improved. > Behaviour data shows calmer transitions
Medium Term By September 2026	Enhance navigation for VI	<ul style="list-style-type: none"> > Install talking signs at key points. Braille labels on all rooms. Investigate tactile flooring indicators. 	Hazel Burcham	April 2026 £500	<ul style="list-style-type: none"> > Independent navigation achieved. > External VI assessment positive. > Technology embedded successfully
	Develop breakout spaces	<ul style="list-style-type: none"> > Investigate a small group room. Install acoustic dampening. Flexible furniture for different needs. Therapy/intervention spaces 	Matt James	September 2026 £12,000	<ul style="list-style-type: none"> > 5 spaces operational. Timetabled for 40 pupils weekly. Intervention impact data positive
	Improve emergency systems	<ul style="list-style-type: none"> > Visual fire alarms installed. Evacuation chair training. Refuge points established. Monthly inclusive evacuation drills 	Laura Sweetman (DSL)	July 2026 £7,000	<ul style="list-style-type: none"> > Full compliance achieved. All PEEPs updated. Evacuation under 3 minutes
	Disabled parking bay on school site	<ul style="list-style-type: none"> > Disabled parking bay in main carpark. 	Ops Team	TBC	<ul style="list-style-type: none"> > In place
Long Term By September 2027	Create fully accessible toilet/changing	<ul style="list-style-type: none"> > Peninsular toilet with hoist. Adult-sized changing bench. Privacy screen. Emergency alarm system 	Dai Preston	April 2027 £25,000	<ul style="list-style-type: none"> > Meets Changing Places standard. Available for community use. Zero dignity complaints
	Develop accessible outdoor learning	<ul style="list-style-type: none"> > Level pathways to all areas. Raised beds for wheelchair users. Accessible play equipment 	Facilities Manager	September 2027 £15,000	<ul style="list-style-type: none"> > 100% pupils accessing outdoors. Forest school fully inclusive. Pupil voice overwhelmingly positive
	Install comprehensive hearing loops	<ul style="list-style-type: none"> > Main hall full coverage. Reception area system. Portable systems for classrooms. Regular testing schedule 	Inclusion Team and Ops Team	September 2027 £12,000	<ul style="list-style-type: none"> > Systems operational. Quarterly testing passed. Hearing impaired feedback

Increasing the extent to which disabled students can participate in the school curriculum

	Objectives	Actions	Responsible	Timescale & Cost	Evidence of Outcomes
Short Term By December 2025	Establish autism-friendly teaching practices across all classrooms	<ul style="list-style-type: none"> > Create visual timetables for every junior school classroom > Implement 5-minute warning system for transitions > Develop "change cards" for unexpected schedule changes > Train all staff in autism awareness (AET) 	Hazel Burcham/All Staff	September 2025 Cost: £200 (laminating, visual resources)	<ul style="list-style-type: none"> > Visual timetables visible in 100% of classrooms > Staff training certificates > Positive pupil feedback
	Support ADHD learners with movement and focus strategies	<ul style="list-style-type: none"> > Introduce movement breaks where appropriate > Create fidget tool boxes for each classroom > Allow standing/alternative seating options 	SENCO/Class Teachers	October 2025 Cost: £300 (fidget tools, exercise balls)	<ul style="list-style-type: none"> > Improved task completion rates > Teacher observation logs show increased engagement > Reduction in behaviour incidents > Pupil voice feedback positive
	Develop sensory-aware learning environments	<ul style="list-style-type: none"> > Identify and create 3 quiet zones in school > Install dimmer switches in intervention rooms > Provide noise-reducing headphones (5 sets) > Create sensory break schedule and spaces 	SENCO/Site Manager	November 2025 Cost: £400 (headphones, soft furnishings)	<ul style="list-style-type: none"> > Quiet zones operational and used daily > Sensory break logs show regular use > Reduced meltdowns/overwhelm incidents > Parent feedback on home behavior improvements
Medium By September 2026	Embed differentiated instruction for neurodiverse learners	<ul style="list-style-type: none"> > Develop bank of pre-chunked lesson resources > Create visual instruction cards for common tasks > Implement "processing time" protocols > Train staff in executive function support strategies 	SENCO/Subject Leaders	January-July 2026 Cost: £500 (training, resources)	<ul style="list-style-type: none"> > Resource bank with 50+ differentiated materials > Improved progress data for SEND pupils > Lesson observations show consistent differentiation > Reduced need for 1:1 support
	Enhance curriculum access through technology	<ul style="list-style-type: none"> > Trial text-to-speech software (free versions) > Introduce voice recording for assessments > Use visual learning apps (many free) > Provide typed notes option for all lessons 	SENCO/IT Lead	March-August 2026 Cost: £800 (tablets, apps)	<ul style="list-style-type: none"> > Improved assessment scores > Increased independence in learning > Reduced scribe support needed
	Develop peer support systems	<ul style="list-style-type: none"> > Train "Learning Buddies" programme > Implement "Ask 3 Before Me" system > Establish SEND student voice group 	SENCO/Pastoral Lead	April-September 2026 Cost: £200 (training materials, rewards)	<ul style="list-style-type: none"> > 20+ trained peer supporters > Improved social integration metrics > Positive feedback from SEND pupils > Reduced isolation incidents

Long Term By September 2027	Create fully inclusive curriculum delivery model	<ul style="list-style-type: none"> > Ensure all subjects have multi-sensory options > Implement choice in assessment methods > Create individual learning profiles for all SEND pupils 	SLT/SENCO/All Staff	Ongoing to Sept 2027 Cost: £1500 (training, materials)	<ul style="list-style-type: none"> > UDL principles evident in all planning > SEND pupils accessing full curriculum > Progress gap narrowing > Ofsted/ISI recognition of inclusive practice
	Establish specialist support programmes	<ul style="list-style-type: none"> > Develop social skills curriculum for autism > Create executive function coaching programme > Implement emotional regulation workshops > Offer parent education sessions termly 	SENCO/External Partners	January-September 2027 Cost: £2000 (external support, materials)	<ul style="list-style-type: none"> > Termly programmes running > Measured improvements in target skills > Parent engagement data > Reduced external intervention needs
	Achieve excellence in neurodiverse education	<ul style="list-style-type: none"> > Apply for Autism Accreditation (NAS) > Develop best practice case studies > Share practice with other schools > Create comprehensive SEND resource library 	SLT/SENCO/Directors	April-September 2027 Cost: £1000 (accreditation fees)	<ul style="list-style-type: none"> > Accreditation achieved > Published good practice > Partnership agreements with other schools > Resource library usage statistics

Improve access to information					
	Objectives	Actions	Responsible	Timescale & Cost	Evidence of Outcomes
Short Term By December 2025	Enhance parent communication through regular drop-in sessions and communication	<ul style="list-style-type: none"> > Establish termly SEND parent drop-ins (Friday mornings) > Offer virtual drop-in option for working parents > Provide visual guides for common parent concerns > Termly Inclusion newsletter 	Matt James	September 2025 Cost: £500 (refreshments, materials)	<ul style="list-style-type: none"> > Attendance logs showing increased parent engagement > Parent feedback forms positive > Reduced formal complaints > Increased parent confidence in supporting at home
	Implement TES Provision Map for clear information management	<ul style="list-style-type: none"> > Set up TES Provision Map for all SEND pupils > Train staff on inputting and accessing information > Create parent-friendly reports from system – go live with parent portal > Link to assessment and progress tracking 	SENCO/IT Support	October 2025 Cost: £600 (annual subscription)	<ul style="list-style-type: none"> > 100% SEND pupils on Provision Map > Staff accessing system weekly > Parents receiving termly progress reports > Clear audit trail for interventions

	Establish accessible communication standards	<ul style="list-style-type: none"> > Adopt dyslexia-friendly fonts (Arial/Comic Sans) as standard > Use pastel backgrounds for all worksheets > Create visual versions of key policies > Implement Widget symbols for routine communications 	SENCO/Admin Team	November 2025 Cost: £200 (Widget software license)	<ul style="list-style-type: none"> > All standard letters in accessible format > Reduced parent queries about documents > Positive feedback from neurodiverse families > Staff using templates consistently
	Develop multi-sensory homework communication	<ul style="list-style-type: none"> > Video explanations for homework tasks > Visual homework planners with symbols > Voice recordings of instructions via school app > Photo examples of completed work 	Class Teachers/SENCO	December 2025 Cost: £150 (app features)	<ul style="list-style-type: none"> > Increased homework completion rates > Parent survey shows better understanding > Fewer homework-related queries > Improved home-school partnership
Medium By September 2026	Create comprehensive parent information hub	<ul style="list-style-type: none"> > Develop SEND section on school website > Include video guides for supporting at home > Create downloadable visual resources library > Add glossary of SEND terms in plain English 	Inclusion Team to provide content	January-April 2026 Cost: £400 (website development)	<ul style="list-style-type: none"> > Website analytics show regular access > Parent confidence survey improved > Resource downloads tracking high usage > Reduced repetitive information requests
	Implement pupil-friendly information systems	<ul style="list-style-type: none"> > Create visual "All About Me" profiles with pupils > Develop child-friendly IEP formats > Use social stories for changes and transitions > Introduce pupil progress passports 	SENCO/Class Teachers	March-July 2026 Cost: £300 (materials, printing)	<ul style="list-style-type: none"> > Pupils can explain their targets > Increased pupil engagement in reviews > Smooth transitions between year groups > Pupil voice feedback positive
	Enhance TES Provision Map functionality	<ul style="list-style-type: none"> > Add parent portal access to Provision Map > Link to behaviour and attendance tracking > Create automated progress alerts > Generate inspection-ready reports 	SENCO/Data Manager	April-August 2026 Cost: £200 (additional features)	<ul style="list-style-type: none"> > Parents accessing portal weekly > Real-time progress monitoring active > Inspection documentation readily available > Reduced administrative burden
	Develop communication choice boards	<ul style="list-style-type: none"> > Trial preference profiles > Provide translated materials for EAL families > Implement easy-read versions of all letters 	Admin/SENCO/EAL Lead	June-September 2026 Cost: £500 (translation services)	<ul style="list-style-type: none"> > 100% families have stated preferences > Improved response rates to communications > EAL family engagement increased > Accessibility audit passed
Long Term By September 2027	Establish sector-leading information accessibility	<ul style="list-style-type: none"> > Achieve Communication Commitment accreditation > Develop augmentative communication systems > Create fully interactive digital prospectus > Implement AI-powered translation tools 	SLT/SENCO	Ongoing to April 2027 Cost: £1500 (accreditation, tools)	<ul style="list-style-type: none"> > Accreditation achieved > Zero information-related complaint > Model of best practice recognition > 100% parent satisfaction with communication

	Create integrated information ecosystem	<ul style="list-style-type: none"> > Link all systems (Provision Map, MIS, assessment) > Develop single parent app for all information > Create personalised dashboards for families > Implement predictive progress reporting 	SLT/IT Team/SENCO	January-July 2027 Cost: £2000 (system integration)	<ul style="list-style-type: none"> > Seamless information flow > Parent engagement metrics excellent > Reduced staff workload on reporting > Data-driven intervention success
	Pioneer inclusive communication practices	<ul style="list-style-type: none"> > Develop BSL video library for key information > Create virtual reality school tours > Implement voice-activated information systems > Share best practice nationally 	SLT/SENCO/	April-September 2027 Cost: £1000 (technology, training)	<ul style="list-style-type: none"> > Full accessibility across all platforms > National recognition for innovation > Partnership requests from other schools > 100% inclusion in all communications

Improve and maintain access to the physical environment					
	Objectives	Actions	Responsible	Timescale & Cost	Evidence of Outcomes
Short Term By December 2025	Enhance step visibility and safety throughout building	<ul style="list-style-type: none"> > Install high-contrast yellow edge strips on all steps > Add handrail grip tape for sensory feedback 	Site Manager/H&S Lead	September 2025 Cost: £300 (tape, paint, signs)	<ul style="list-style-type: none"> > 100% of steps marked with contrast strips > Zero trip incidents reported > Positive feedback from visually impaired users > H&S audit compliance achieved
	Improve wayfinding and orientation	<ul style="list-style-type: none"> > Install colour-coded floor level system > Add pictorial/symbol signage throughout > Create tactile maps at key points > Develop "visual tours" for new pupils 	SENCO/Art Department	December 2025 Cost: £250 (signage, materials)	<ul style="list-style-type: none"> > Reduced pupil anxiety about navigation > New pupils settling faster > Independence skills improved > Visitor feedback positive
Medium By September 2026	Develop rest and regulation stations	<ul style="list-style-type: none"> > Create sensory break stations on each floor > Add movement break equipment in corridors > Establish calm corners in all common areas 	SENCO/PE Lead/Site	January-April 2026 Cost: £800 (seating, equipment)	<ul style="list-style-type: none"> > Rest stations used multiple times daily > Improved stair navigation for all > Reduced corridor behavior incidents > Positive health & safety assessment
	Enhance outdoor accessibility	<ul style="list-style-type: none"> > Level uneven playground surfaces > Create sensory trail with different textures > Install all-weather quiet zone shelter > Add accessible raised garden beds 	Site Manager/Grounds	March-July 2026 Cost: £1200 (materials, shelter)	<ul style="list-style-type: none"> > Outdoor spaces used by all pupils > Reduced playground incidents > Increased outdoor learning opportunities > Garden therapy programme active

	Improve acoustic environment	<ul style="list-style-type: none"> > Install sound-absorbing ceiling tiles in 3 classrooms > Add acoustic panels to corridors and hall > Provide classroom sound field systems > Create "quiet corridor" times 	Site Manager/SENCO	April-August 2026 Cost: £1500 (acoustic materials)	<ul style="list-style-type: none"> > Noise level measurements improved > Better concentration reported by staff > Reduced sensory overload incidents > Improved learning outcomes for SEND
	Address toilet and changing accessibility	<ul style="list-style-type: none"> > Adapt one ground floor toilet for accessibility > Install privacy screens in PE changing areas > Add visual schedules in all toilets > Create dignity protocol for personal care 	Site Manager/SENCO	June-September 2026 Cost: £800 (adaptations, screens)	<ul style="list-style-type: none"> > Accessible toilet fully operational > Increased PE participation > Privacy concerns resolved > Dignity standards met
Long Term By September 2027	Investigate major access improvements	<ul style="list-style-type: none"> > Commission feasibility study for platform lift > Apply for accessibility grants and funding > Explore external staircase/fire escape adaptations > Document all "reasonable adjustments" attempted 	Directors/SLT/Site	Ongoing to April 2027 Cost: £2000 (studies, applications)	<ul style="list-style-type: none"> > Feasibility report completed > Grant applications submitted > Clear documentation for inspectors > Future planning evidence
	Create exemplar sensory-smart environment	<ul style="list-style-type: none"> > Implement school-wide sensory audit findings > Install adjustable sensory environments > Develop personalized sensory profiles system > Achieve autism-friendly school status 	SENCO/SLT	January-July 2027 Cost: £2500 (equipment, accreditation)	<ul style="list-style-type: none"> > Sensory audit actions completed > Individual sensory plans active > Autism accreditation achieved > Regional recognition received
	Establish maintenance excellence programme	<ul style="list-style-type: none"> > Create monthly accessibility checks schedule > Develop preventative maintenance plan > Train site team in accessibility awareness > Implement user feedback system 	Site Manager/Business Manager	April-September 2027 Cost: £500 (training, systems)	<ul style="list-style-type: none"> > Monthly checks documented > Zero accessibility-related incidents > Site team certified in accessibility > Continuous improvement evident

Early Years Foundation Stage (EYFS) – Reception Accessibility

Area	Objectives	Actions	Responsible	Timescale & Cost	Success Criteria
Physical Environment	Ensure the Reception classroom and shared spaces are physically accessible and appropriately adapted for young children, including	Audit Reception classroom layout and outdoor area for accessibility annually; ensure furniture is age- and size-appropriate; clear pathways maintained for independent movement; EYFS Lead to liaise with SENCO and parents prior to admission of any child with physical needs to put reasonable adjustments in place	EYFS Lead / SENCO	Annually (each September); adaptations for individual pupils as needed prior to admission. Minimal/no cost for layout changes; equipment	Annual audit completed and documented; no pupil excluded from any area of the Reception environment due to physical barriers; adjustments in place prior to or within 2 weeks of admission for any child with identified physical needs

	those with physical or mobility needs			costs reviewed case by case.	
Communication & Interaction	Ensure all Reception pupils can access the Communication and Language prime area of the EYFS curriculum regardless of disability, speech and language difficulties, or use of AAC	WellComm screening of all Reception pupils each Autumn term; visual timetables, now-and-next boards and symbol-supported instructions in use across the Reception classroom; staff trained in use of any AAC system used by a pupil prior to or within the first two weeks of admission; referral pathway to Speech and Language Therapy in place; specialist TA to implement recommended strategies consistently	EYFS Lead / Specialist TA / SENCO	WellComm screening each Autumn; visual supports in place from start of school year. WellComm already purchased (Sept 2024). Visual supports: low/no cost.	100% of Reception cohort screened using WellComm each Autumn; visual supports observable in classroom environment; no pupil with communication needs without an identified support strategy; AAC-using pupils' staff are trained before or within 2 weeks of admission
Social, Emotional and Mental Health	Ensure children with sensory processing differences or emotional regulation needs can access learning and participate fully in the school day through appropriate environmental and staffing adjustments	Designated calm/regulation space maintained within or adjacent to Reception classroom; sensory tools (fidget aids, weighted items, noise-reducing headphones) available and used per individual need; sensory profile developed for any child with identified sensory needs in collaboration with parents and relevant specialists; Reception staff to receive annual training in sensory awareness and trauma-informed approaches	EYFS Lead / Specialist TA / SENCO	Calm space established by September 2025; staff training annually each September. Sensory equipment: approx. £150–200 per year. Training: within existing CPD budget.	Calm space in use and evidenced in provision; sensory profiles in place for all identified pupils; all Reception staff complete sensory awareness training annually; reduction in regulation-related incidents over time; positive feedback from parents of children with sensory needs
Cognition & Learning	Ensure that Reception children with cognition and learning needs, including those without a formal diagnosis, can access all seven areas of the EYFS curriculum with appropriate differentiation and specialist support	Deliver curriculum through flexible, play-based and multi-sensory approaches; use ongoing observation and formative assessment to identify emerging needs early; gather and act on information from pre-school settings, health professionals and educational psychologists at admission; implement Assess, Plan, Do, Review for any child with identified cognition or learning needs; seek specialist advice from local authority early years SEND services where needed; involve parents as active partners throughout	EYFS Lead / Specialist TA / SENCO	Ongoing from September 2025; reviewed each term as part of APDR cycle. Costs within existing SEND and CPD budgets; specialist equipment procured as needed on a case-by-case basis.	All Reception children with identified cognition and learning needs have a current APDR plan; no child excluded from any area of learning due to unmet cognitive or learning needs; evidence of multi-sensory provision in planning; early referrals made where specialist input required; parents report feeling informed and involved
Physical & Sensory Needs	Ensure that Reception children with physical	EYFS Lead to meet with parents of children with known physical or sensory needs before or shortly after admission; procure specialist equipment as	EYFS Lead / Specialist TA / SENCO / Site Manager	Pre-admission meeting before start of school; provisions in place	Pre-admission meetings held and documented for all children with known physical or sensory needs; specialist equipment in place at start

<p>disabilities, visual impairment, hearing impairment, or other sensory needs can participate fully and safely in all aspects of the EYFS, including Physical Development, outdoor learning, and school visits</p>	<p>required; adapt presentation and recording of learning activities; seek QTVI advice for children with visual impairment; liaise with Teacher of the Deaf and optimise classroom acoustics for children with hearing impairment; train staff in any specialist communication approaches used by the child; adapt fine and gross motor activities for children with physical disabilities; review provisions termly as part of APDR cycle</p>		<p>within 2 weeks of admission. Equipment costs reviewed per pupil; acoustic/environmental works costed as required; specialist advisory visits within existing LA support arrangements.</p>	<p>date; no child with a physical or sensory need excluded from any EYFS activity without an alternative being offered; relevant specialist advisory visits completed; staff trained in required communication approaches before child starts</p>
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12. Monitoring arrangements

This document covers a rolling 3-year period and will be reviewed and updated **annually**, in accordance with Schedule 10, paragraph 3(5) of the Equality Act 2010.

It will be approved by the Headteacher and reviewed with the board of directors at least once per year. A named director with responsibility for accessibility and inclusion will oversee the implementation of this plan and report to the full board on progress against the action plan at least annually.

Each annual review of this plan will include an equality impact assessment to ensure that the plan continues to meet its statutory objectives and does not inadvertently disadvantage any group with protected characteristics under the Equality Act 2010. The review will include consultation with relevant stakeholders, including parents, pupils, staff and directors, in accordance with Schedule 10 paragraph 4(1) of the Equality Act 2010.

13. 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
- Supporting pupils with medical conditions policy
- SEND Policy
- SEND Information Report
- Admissions Policy
- Curriculum Policy



Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completion?
Number of storeys	ALS is set out over multiple stories. Key stage 1 requires two stair cases to access, Key Stage 2 requires 3 flights of stairs and the secondary school can require up to 3 flights of stairs, too.	<ul style="list-style-type: none"> Where possible, factor in timetabling to support pupils with mobility access. Timetabling to take into account employees with mobility access (providing, where applicable, groundfloor classrooms) and support pupils with mobility difficulties. 	DP, MJ & LSW	Ongoing
Corridor access	ALS predominantly an old building with narrow corridors.	<ul style="list-style-type: none"> Allow pupils with mobility issues or visual impairment to leave lessons slightly early to navigate the busy corridors. One way system in place. 	FS, VW, HB	Ongoing
Parking bays	Disabled parking bay provided. This must be kept clear and used only by disabled staff and visitors. As of September 2018, ALS did not have any registered disabled members of staff requiring the use of the parking bay.	<ul style="list-style-type: none"> Ensure that the disabled parking bay is kept clear for disabled users only. 	SD	Ongoing
Entrances	Entrances to ALS fully accessible. Ramps in place for main reception and the main school hall (upon request) and side gate to be opened to allow for wheelchair access.	<ul style="list-style-type: none"> Ensure wheelchair ramps are made available for those who request. 	SD	Ongoing
Toilets	Toilets are available throughout ALS with a ground floor toilet available in the science laboratory.	<ul style="list-style-type: none"> Review accessibility for disabled access to toilet facilities 	DP & SD	Under review – updated proposals September 2025



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

Internal signage	Emergency escape routes clearly sign posted with high visibility signage.	<ul style="list-style-type: none"> Review whether signage could be made larger and brighter to support visual impairment. 	LSW	Under review – updated proposals September 2025
Emergency escape routes	Emergency escape routes to be reviewed to take into account mobility issues and disability access.	<ul style="list-style-type: none"> H&S committee to review emergency escape routes. 	LSW	Under review – updated proposals September 2025