



4 - 18 yrs Co-educational Independent Day School

Accessibility Plan

Approved by: David Preston, Headteacher

Date: 05.09.25

**Last Reviewed by
the Board:** 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.

The Disability Discrimination Act 1995, as amended by Schedule 10 of the Equality Act 2010, places a legal requirement on all schools to increase accessibility for disabled pupils for at least a rolling 3 year period.

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.

I. Aims & Outline

- 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) and Counselling**.
- 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.
- 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.
- The plan will be made available online on the school website, and paper copies are available upon request.
- Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- The school supports any available partnerships to develop and implement the plan.
- 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.
- We have included a range of stakeholders in the development of this accessibility plan, including parents, pupils, staff and Directors.

2. 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.

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.

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

The purpose of the plan is to:

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

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 (2025 -2027) 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.

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 by disabled pupils. 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, and 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

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a "special educational need". The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a pupil may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the school can help with this process by recommending specialist help.

8. Prospective staff members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

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 must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. 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 place 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
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 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/Governors	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/Governors	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/Governors	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



12. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head teacher and reviewed with the board of directors at least once per year.

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



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 a 1700s 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. 	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 disable 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	Initial proposals submitted for December 2023
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	Initial proposals submitted for December 2023
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	Initial proposals submitted for December 2023