



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.

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

- 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 also 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 (2019 -2022) 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?
By September 2020, develop consistent knowledge, skills and expertise in order to support pupils with a visual impairment	- 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
Develop knowledge, skills and expertise in order to support pupils with an audio impairment	- 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
Develop teachers' knowledge of supporting pupils with ASD	- 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
By September 2022, develop high quality facility for supporting mental health in school (particularly anxiety)	- Headteacher to review curriculum access, training and provision. - Head of SEND to recommend resources for teachers	DP (Headteacher)	July 2022	Completed – now normal practice
Improve access to school events for pupils with autism	- 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

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
• 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	• 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: • 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	• 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.	• 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

Increasing the extent to which disabled students can participate in the school curriculum				
Objectives	Actions	Responsible	Due Date	Success?
• Removal of barriers to learning and participation. • Pupils working at their own level and achieving their targets. • Teachers and LSAs have the necessary training to teach and support current disabled students. • All school visits and trips need to be accessible to all pupils • Review PE curriculum to ensure PE is accessible to all pupils • Communication with Parents	• Ensure that high quality teaching from trained staff takes into account disability and adjustments are made to enable all pupils to access the curriculum. • Review IEPs and targets for pupils with disability and look for opportunities within curriculum to achieve them. Increase provision to support those with access needs. Identify gaps in provision and opportunities to expand current provision. • Review staff training and expertise. Book training in accordance to needs of staff and profile of pupils at ALS • Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability. Ensure staff are fully briefed with regards to children with SEN and disability needs. • Review PE curriculum to ensure equal opportunities for all, look at potential to include disability sports • Ensure parents have access to our SEN provisional offer. Named SENCo on site each week and ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice. SENCO attendance at termly Key Stage drop in sessions.	• HB/VW/MJ/JD	• End of HT3	•

Improve Availability of Accessible information					
Current good practice	Objectives	Actions	Responsible	Due Date	Success?
• Termly Inclusion Coffee Mornings. • Inclusion information in the half termly flipping book • ALS using Provision Map.	• Improved access to resources and information for students, staff, parents and carers with visual difficulties. • Pupils and families have direct access through the website to relevant information and contacts. • Parents to have access to pupils IEP and Pupil passports.	• Check that all pupil support plans clearly state the minimum font size/type needed where appropriate. • Audit the book resources that are used in the curriculum and ensure we have large print options or alternative (RNIB). • Website check to ensure the website provides good access to SEN information/guidance • Parents communication set up on provision map. • Accessibility option on Website. • Introduce parent log ins for Provision map	• MJ/HB/VW /JD	• Ongoing	•

Improve and maintain access to the physical environment

Current good practice	Objectives	Actions	Responsible	Due Date	Success?
- The environment is adapted to the needs of pupils as required. - This includes: - Ramps (completed during 2016) - PEEP produced where necessary (the school has one, at present). - Improved visibility of school steps around site for visual impairment	Regular maintenance of the school site to ensure facilities are maintained to a suitable standard	H&S committee to undertake termly school walkabouts to check on the quality of the school site. Reception steps to be painted different colours (completed October 2019) KSI steps to be painted similarly to increase visibility for XX Hand rails to be coloured differently to the walls to increase visibility in Seniors for XX and XX.	SD	ongoing	ongoing
	Review of additional places where physical space can be made more visible to support visual impairment	SD to review with DP places to enhance visibility- particularly around trip/fall hazards- and identify priorities for Easter maintenance schedule 2024	SD	December 2023	ongoing
	Review of PEEP process and appropriate training for staff	- LSW to train staff on PEEP process and keep all informed - CM to review PEEPs with school nurse, KM, termly.	LSW	ongoing	ongoing
	Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate	HK w/ MT	Jan 2025	Ongoing



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.	- 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.	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.	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.	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.	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.	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.	H&S committee to review emergency escape routes.	LSW	Initial proposals submitted for December 2023