

Accessibility Plan

Links to other Policies, please see:
[Health and Safety Policy](#)
[Safeguarding Policy](#)
[School and Fire Risk Assessments](#)

Policy Information		
Policy Author: Anna Hulme Governing Board approval date/date policy is in effect from: October 2021		
Latest Review information:	Summary of amendments	Date of next review:
Date: October 2022 Name of reviewer/s: Anna Hulme/Mary O'Friel		October 2023
Date: April 2025 Name of reviewer/s: Amy Clewlow	Re-formatted table and reviewed contents, rephrased certain terms	April 2026

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which a pupil with a disability can participate in the curriculum
- Improve the physical environment of the school to enable a pupil with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability
- To create a school environment that is accessible to Pupils, Staff, Governors and Visitors

2. Introduction

Intuition School is committed to ensuring that all students, staff, and visitors have equal access to our educational environment, facilities, and curriculum. As an independent special school operating across two levels with stair access between floors and no lifts, we recognise the need for proactive planning to support accessibility and inclusion.

Contextual Information:

Intuition School has been described as having a ‘welcoming, safe and delightfully happy environment in which students thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We do this by taking account of student’s varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter.

An accessible toilet is available on the ground floor and an additional student toilet on the first floor. Our building can be accessed from the front and has two small steps or along our drive at the side which has wheelchair access. At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities:

The school has children with a range of needs to include moderate and specific learning needs. We aim to meet every child’s needs within inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant leisure and cultural activities and educational visits.

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

The school supports any available partnerships to develop and implement the plan.

3. 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 a person with a disability, if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that pupil's with disabilities face in comparison with pupils who do not have a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

This plan shows how Intuition School intends, over time, to increase the accessibility of our school for students, staff, parents/carers and visitors who may have a disability.

4. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with accessibility needs.	• Our school offers a differentiated curriculum for all pupils. Regular reviews of all planning • We use resources tailored to the needs of pupils who require support to access the curriculum • Termly reviews of PSSPS • Assessment Policy and procedures to be followed • Check Marking policy followed • The school's ICT infrastructure enables us to access a range of materials supportive to need. • 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 • The school identifies agencies and sources of such materials to be able to make the provision when required.	Curriculum resources include examples of people with disabilities	Check teaching resources and literature/websites accessed are inclusive	SLT	Autumn 2025	
		Be aware of staff training needs on curriculum access to raise staff confidence in strategies for differentiation and increased pupil participation.	School CPD lead to arrange relevant training	SLT	ongoing	

	• Ensure classroom support staff have specific training on disability issues Online learning modules if required • Personal Safety and Support Plans for all • Ensure accessibility of access to IT equipment Use ICT software to support learning, ease of access • Liaise with health services on information with regard to the visual impaired and hearing impaired pupils • Seek support from LA hearing impaired unit on the appropriate equipment • All educational visits to be accessible to all.	All to have access to PE and be able to excel.	Review PE curriculum to ensure PE is accessible to all. Gather information on accessible PE and disability sports	PE Lead	Autumn 2025	
		PSSPs accurately reflect the pupils needs in all aspects of SEN and accessibility needs	On Initial Assessment and reviews to be completed termly	Class teams	termly	
		Educational visits are meaningful, appropriate and accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	EV lead	termly	

Improve and maintain access to the physical environment	It is hoped that in the future we will be able to expand the school, maybe to an additional or bigger site to improve the facilities. We keep resource provision under constant review. • Access issues do not influence recruitment and retention issues	Accessibility is embedded throughout the school's ethos. These needs are planned proactively and thought about during the school's planning processes.	The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Access plans are part of the Pupil's Support and Safety Plan process	SLT	Annually and termly	
	The environment is adapted to the needs of pupils as required. This includes: • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • All fire escape routes are suitable for all • wheelchair access to ground floor level • All staff, students and visitors who have a disability are able to have safe independent egress • Visually impaired people feel safe in school grounds	Develop a system to ensure all staff are aware of their responsibilities	Put in place Personal Emergency Evacuation Plan (PEEP) for pupils with difficulties	SLT	as required	
		All those with a disability are safe in the event of a fire	Fire safety risk assessment to be reviewed with this in mind	H & S Lead	annually and as required	
		The Intuition School site is accessible to all students, staff, visitors and governors.	Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers	SLT	as required	

		Improve signage and external access for visually impaired people	Review of signage and accessibility needs yellow strip mark on step edges school signage visible from the road	H & S Lead	annually	
Improve and maintain access to the physical environment at Diamond Families Farm	Students with disabilities are assigned appropriate staffing levels to support them Students with disabilities are written a care plan, which all staff must follow If students cannot mobilise animals and equipment will be brought to them Easier to access toilets have been installed	Those accessing the farm site have their accessibility needs met when visiting the	Ensure farm staff are informed and have received relevant training and paperwork to support students with disabilities	Intuition and DF staff	as required	
		Ensure students with disabilities are made familiar with the most accessible routes around the farm.	Ensure that toilets are as accessible as possible with steps provided always in place. Regularly check that paths are in a good state of repair and kept as accessible as possible.	Intuition and DF staff	as required	
		Ensure every opportunity is taken to enable students with disabilities to gain the same experiences as other students through changes and adaptations made.	Regular review of the site and activities on offer	Intuition and DF staff	as required	

		High standards of safety are maintained in the event of a fire or emergency circumstance.	Ensure staff are aware of arrangements and procedures in the event of fire or other emergency. Regular review of risk assessments and policy	Intuition and DF staff	as required	
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4. 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 Emma Shutt (Proprietor and Director), Amy Clewlow (Principal) and Michael Squire (Chair of the Governing Body)

5. 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