

## 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: April 2026 Name of reviewer/s: Amy Clewlow	Updated content, added to the accessibility of information.	<b>April 2027</b>

## 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 access to the curriculum for pupils with disabilities
- Improve and maintain access to the physical environment
- Improve access to information for pupils, staff, parents/carers, and visitors with disabilities

### 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 pupils, parents or members of staff requiring wheelchair access.

#### 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.

### A. Increasing access to the curriculum

Objective	Actions	Responsibility	Timescale	Success Criteria
Ensure curriculum is fully accessible to pupils with SEND and disabilities	Maintain differentiated curriculum across all subjects with adaptive teaching strategies	SLT / Teaching Staff	Ongoing (termly review)	All pupils make expected or better progress relative to starting points
Improve staff confidence in inclusive practice	Deliver annual CPD on differentiation, adaptive teaching and disability awareness	CPD Lead	Annually	Staff feedback shows increased confidence; learning walks evidence adaptive practice
Ensure resources are accessible to all learners	Audit curriculum materials for accessibility (visual, reading age, sensory needs) and adapt where required	Curriculum Lead	Termly	All subjects include accessible formats and adapted materials
Support communication and sensory needs	Implement communication supports (visual timetables, AAC tools, sensory strategies where required)	SENCO	Ongoing	Reduced barriers to engagement and improved participation

Ensure inclusive PE and enrichment access	Adapt PE curriculum and enrichment activities to ensure full participation	PE Lead	Reviewed annually	All pupils access PE and enrichment in an adapted or equivalent form
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**B. Improving physical access**

<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>
Maintain a safe and accessible school environment	Conduct annual accessibility audit of school premises	H&S Lead	Annually	Identified barriers are addressed within agreed timescales
Ensure safe evacuation for all users	Maintain Personal Emergency Evacuation Plans (PEEPs) for identified individuals	SLT / H&S Lead	As required + reviewed termly	All PEEPs are up to date and rehearsed where appropriate
Improve accessibility of movement around site	Maintain clear access routes, signage, and hazard marking (e.g. step edges)	H&S Lead	Termly checks	Safe, clearly marked routes across all key areas

Ensure accessibility of outdoor learning site (farm)	Adapt pathways, seating, access points and activity design at farm site	Farm Lead / SLT	Ongoing	All pupils can participate safely in farm-based learning
Ensure accessibility informs future development	Accessibility considered in all premises planning and improvement works	SLT / Governors	Ongoing	All developments meet accessibility expectations

### C. Improving access to information

<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Criteria</b>
Ensure information is accessible to all stakeholders	Provide information in accessible formats on request (large print, simplified text, verbal communication)	Office / SLT	Ongoing	No barriers reported in accessing school information
Improve communication with parents/carers	Offer multiple communication formats (email, phone, meetings, alternative formats where required)	Pastoral Lead	Ongoing	Increased engagement and accessibility of communication

Ensure digital accessibility	Maintain accessible website content and review readability and usability	IT Lead	Annual review	Website meets accessibility standards
Support sensory and communication needs	Use visuals, symbols, and adapted communication systems where appropriate	SENCO / Staff	Ongoing	Improved understanding and engagement of pupils

#### **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)

Monitoring will include:

- learning walks
- accessibility audits
- pupil progress data
- feedback from pupils, parents/carers, and staff
- review of incident/health & safety logs

#### **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