

Accessibility Plan

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

Policy Information		
Policy Author: Emma Shutt Governing Board approval date/date policy is in effect from: October 2021		
Latest Review information:	Summary of amendments	Date of next review:
Date: September 2026 Name of reviewer/s: Amy Clewlow	Updated content, added to the accessibility of information.	September 2029

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

At Intuition School, we recognise that barriers to accessibility may be physical, sensory, emotional, communication related or environmental and may affect pupils, staff, parents/carers and visitors in different ways.

We are committed to identifying and reducing barriers to participation and access across our school environment, curriculum, information and communication. Reasonable adjustments are considered according to individual circumstances and needs.

For our pupils, we recognise that trauma, anxiety, sensory needs, communication needs, emotional regulation difficulties and previous experiences of education can create additional barriers to accessing school and learning. Our trauma informed, relational and restorative approach supports pupils through trusted relationships, predictable routines, regulation and co-regulation, restorative practice, de-escalation, adaptive teaching and personalised support.

For staff, parents/carers and visitors, we consider accessibility when communicating information, arranging meetings and events, providing access to the school environment and planning activities. Where an individual experiences an accessibility barrier, we will work with them to consider appropriate reasonable adjustments or alternative arrangements.

Our aim is to create an inclusive environment in which accessibility is considered proactively and everyone is treated with dignity, respect and fairness.

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. Individual accessibility requirements will be considered and reasonable adjustments or alternative arrangements made where appropriate

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 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
Reduce emotional and trauma-related barriers to accessing education	Embed trauma informed, relational and restorative approaches throughout teaching and the wider school day. Staff will consider individual triggers, emotional regulation, sensory needs and previous experiences of education when planning support. Regulation and coregulation strategies, predictable routines, trusted relationships, restorative approaches and appropriate deescalation will be used to support pupils to feel safe and ready to engage with learning.	SLT / SEND Lead / Teaching and Pastoral Staff	Ongoing	Pupils demonstrate increased engagement, regulation and readiness to learn, with reduced barriers to participation.
Improve curriculum access for reluctant and developing readers	Identify barriers to reading through assessment and observation and provide appropriate support according to individual starting points. Promote reading through accessible, age-appropriate and interest-led texts, supported reading, adapted resources and targeted literacy interventions. Reading opportunities will be	English Lead / Teaching Staff / SEND Lead	Ongoing, reviewed termly	Pupils demonstrate increased engagement and confidence with reading and make progress from their individual starting points.

	encouraged across the curriculum to develop confidence, fluency, comprehension and positive attitudes towards reading.			
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B. Improving physical access

Objective	Actions	Responsibility	Timescale	Success Criteria
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
Reduce barriers to education where a pupil is temporarily unable to physically access the school site	Where a pupil is unable to physically access the school site, their individual circumstances and barriers will be assessed and reasonable adjustments considered. Where appropriate, this may include alternative accessible learning spaces, adapted attendance or transition arrangements, supported access to education, appropriate learning resources and/or other individualised arrangements to maintain engagement with education. Any arrangement will have a clear purpose, remain under school oversight and be regularly reviewed, with the aim of supporting the pupil's education, wellbeing and, where appropriate, successful access or return to the school environment.	SLT / SEND Lead / Teaching Staff	As required; regularly reviewed	Pupils who experience physical or other significant barriers to accessing the school site are supported through appropriate individual arrangements to maintain access to education and progress.

C. Improving access to information

Objective	Actions	Responsibility	Timescale	Success Criteria
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 accessibility is regularly reviewed and identified accessibility barriers are addressed where reasonably practicable
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 Accessibility Plan covers a three year period and will be formally reviewed at least every three years. Progress against the action plan will be monitored at least annually, and the plan may be reviewed and updated sooner where needs, circumstances, statutory requirements or identified accessibility barriers change

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