

Accessibility Plan



Approved by: Governing board

Date: September 2025

Signed by: 

Position: Chair

Last reviewed: September 2025

Next review due: September 2026

Monitoring arrangements

This policy will be reviewed annually but may be reviewed earlier if deemed appropriate by the Headteacher and Governing board.

‘The Inclusion Way’: A Shared Foundation

‘The Inclusion Way’ has been developed by Inclusion Education and is based on over ten years’ experience. ‘The Inclusion Way’ captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner’s educational experience.

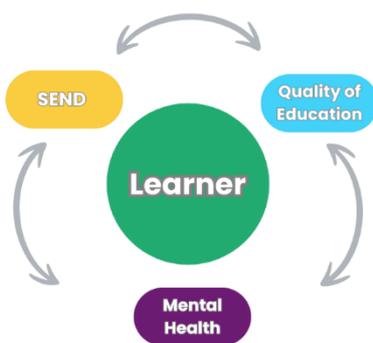
This introduction outlines how the ‘Inclusion Way’ is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at an Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.

At Inclusion Schools, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND.



These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

The Inclusion Way’ is more than a framework: it is the heart of our schools’ mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

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 disabled learners can participate in the curriculum
- Improve the physical environment of the schools to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Our schools aim to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Inclusion Schools, as part of Inclusion Hampshire CIO, are committed to being inclusive as it sees its diverse population of both learners and staff as one of its greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all its activities.

At Inclusion Schools, our commitment to equality and diversity is rooted in Inclusion Education's *The Inclusion Way™*: a holistic, trauma-informed approach that places equal value on mental health, SEND, and academic development. We recognise that every learner arrives with a unique journey, often marked by adversity, and we strive to create an environment where all students feel safe, respected, and empowered. Our inclusive pedagogy ensures that barriers to learning are actively dismantled, and that every young person, regardless of background, identity, or need, is supported to thrive socially, emotionally, and academically. We celebrate individuality, promote equity, and foster a culture of belonging where diversity is not only accepted but embraced as a strength.

Inclusion Schools are committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - Equality Act 2010 (www.legislation.gov.uk/ukpga/2010/15/section/4). The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership,
- pregnancy and maternity
- race
- religion and belief
- sex and sexual orientation

The schools are committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equality and diversity to all members of its community
- Ensuring all staff and learners are aware of the aims of this policy
- Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously
- ensure a diverse and inclusive curriculum and resources

Our schools is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

The plan will be made available online on the schools' website(s), and paper copies are available upon request.

If you have any concerns relating to accessibility in school, please refer to our complaints procedure which sets out the process for raising these concerns.

We have an open-door policy on inviting our full range of stakeholders in the ongoing development of this accessibility plan, including learners, parents, staff and governors of the schools.

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 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 a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Links with other policies

This accessibility plan is linked to our:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy

4. Action plan

Aim	Current good practice	Milestones	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for learners with a identified SEN and mental health needs</p>	<ul style="list-style-type: none"> ● A range of assessment methods utilised ● Learners identified for laptop ● Concessions ● Multiple qualification pathways available in English and Maths ● We use resources tailored to the needs of learners who require support to access the curriculum ● Two members of teaching staff available in Maths and English classrooms to enable in-class intervention ● Reading intervention programme (phonics) in place for learners ● Curriculum reviews held termly (next: Autumn Term 2025) ● SEN Zone meetings held fortnightly to review learner needs 	<p><u>Term 1</u> Deliver Staff CPD on vocabulary delivered by Literacy Lead and Head of Educational Services</p> <p><u>Term 2</u> Map all subjects to two qualification pathways for the end of Year 11</p> <p>Staff training on reviewing blank level questions from Speech and Language therapist</p> <p><u>Term 3</u></p>	<p>Develop a two-tier approach to qualifications for all subjects</p> <p>We will implement explicit vocabulary teaching across all curriculum subjects to improve learners' reading comprehension, writing quality, and overall academic success by increasing their engagement, confidence, and knowledge of vocabulary (from SIP)</p>	<p>Headteacher</p> <p>Deputy Head (SEND)</p> <p>Head of Quality of Education Services</p> <p>Literacy Lead</p>	<p>April 2026</p> <p>July 2026</p>	<p>Curriculum reviews from external School Learning Partner (HMI)</p> <p>100% learners to achieve an increase in their reading age from their baseline</p> <p>Increase in the number of learner qualifications</p>

Aim	Current good practice	Milestones	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> ● All staff are made aware of learner needs before teaching begins and is regularly updated to reflect needs ● All learners have access to access arrangements and other needs assessments (e.g. dyslexia profiles) ● Speech and Language available to staff once a week 	Analyse reading assessment data				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> ● A lift on site ● Corridors are wide to accommodate all learners/adults ● Disabled parking bays available ● Disabled toilets and changing facilities on ground floor ● Library shelves at wheelchair-accessible height ● Learning spaces adaptable for a learner's needs 	<p><u>Term 1</u></p> <p>Review all signposting and wayfinding</p> <p>Research suitable audit providers</p> <p>Organise walkaround with learners and staff with highest need of disability for feedback</p> <p><u>Term 2</u></p>	<p>Arrange an external accessibility audit to identify key areas of improvement</p> <p>Stakeholder (learners, staff) walk round and feedback on accessibility (depending on need, verbal/written survey)</p>	Head of Estates Estates & Construction Manager	July 2026	<ul style="list-style-type: none"> ● Achieve external accessibility certification ● 95%+ satisfaction in user accessibility surveys (with key learners/staff/parents) ● Zero accessibility-related incidents

	<ul style="list-style-type: none"> ● Inclusive and adaptable resources for outside therapeutic sessions, e.g. raised beds for horticulture ● Purposeful quiet areas for those that require regulation times ● Comfortable seating areas ● Different spaces for different purposes (e.g. classrooms and wellbeing rooms) ● Staff facilities are available in staff toilets related to individual needs ● Staff are signposted to Access for Work programme 	<p>Conduct visit with external audit</p> <p>Create plan based on audit and feedback</p> <p><u>Term 3</u></p> <p>Implement priority improvements</p>				
<p>Improve the delivery and accessibility of information to parents/carers/learners</p>	<p>Our schools use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Widget resources for visual timetables and social stories ● Newsletters are written in any accessible language for a wide range of reading ages 	<p>Term 1</p> <p>Develop Arbor phased integration and implementation of parent app for Term 2</p> <p>Plan videos for website – prioritising those of highest importance (e.g. safeguarding)</p>	<p>Increase the number of videos available on the website conveying policy information (1-2 minutes each)</p> <p>Introduce the Arbor app to all parents carers</p> <p>Develop an accessible parent/learner welcome pack</p>	<p>Headteacher</p> <p>Senior Leaders on respective areas of policy</p> <p>Head of Strategic Communications (IE)</p> <p>Project Manager (IE)</p> <p>Parents (Parent Governor)</p>	<p>July 2026</p>	<p>Parent/carer registers and feedback forms on Arbor app workshop</p> <p>Usage measures of sign ups</p> <p>100% of parents have access to Inclusion Schools' Arbor app</p>

	<ul style="list-style-type: none"> ● Timetables and engagement team availability posted in multiple places across the schools ● School speaker system to remind of lesson ● Internal signage ● Website accessibility features are available ● Large print resources ● Colour paper/overlays ● ICT resources accessible to support teaching and learning ● Task plans are used in lessons ● Teaching language avoids idioms and figurative language to avoid confusion and misunderstanding ● Teaching language is explicit, minimising use of implied meaning (unless this is being taught) ● Mobile-friendly formats for surveys and newsletters (Sway, Forms) 	<p>Term 2 Deliver Arbor parent workshops</p> <p>Record videos for website/feedback from select parents (Parent Governor)</p> <p>Term 3 Launch information sharing via app, including reports and communication</p> <p>Videos posted on website</p>				
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