

Educate U

Accessibility Plan

2026-29

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Educate U Accessibility Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

At Educate U, we provide an inclusive, trauma-informed education for pupils and students with Education, Health and Care Plans (EHCPs). We implement our values of empowerment, collaboration, choice, trust and safety so that every learner can participate as fully as possible in school life. We take account of individual needs, communication profiles, sensory needs, disabilities, health needs and life experiences, maintain high expectations and make reasonable adjustments so that disability does not create unnecessary barriers to education, personal development or preparation for adulthood.

This plan applies across all Educate U sites and to curriculum delivery, the physical environment, information and communication, educational visits, community learning, work experience and other school-arranged activities. Accessibility planning is anticipatory: we will consider the needs of disabled pupils and prospective pupils in advance and will not wait for an individual to experience substantial disadvantage before considering reasonable adjustments.

Accessibility priorities will be informed by EHCPs and annual reviews, pupil/student voice, parent/carers feedback, staff observations, risk assessments, complaints or concerns, and advice from relevant professionals. Appropriate resources will be considered and allocated to support implementation of this plan.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 disabled pupils under the Equality Act 2010 where a provision, criterion or practice, a physical feature, or the absence of an auxiliary aid would place a disabled pupil at a substantial disadvantage compared with a non-disabled pupil. This may include changes to practice, auxiliary aids and services and, through the accessibility planning duty, planned improvements to the physical environment. The duty is anticipatory and applies to current and prospective pupils.

Contextual Information

Educate U operates from multiple school premises, including traditional buildings where the age and design of the accommodation can present physical-access barriers. Accessibility is therefore considered on a site-by-site basis, including entrances, internal circulation, teaching spaces, toilets, meeting spaces and emergency evacuation routes.

The school currently has no pupils who are dependent on a wheelchair for mobility. However, accessibility planning is anticipatory. The school will continue to review the physical environment and the reasonable adjustments required for current and prospective pupils, including the location of teaching, accessible meeting space, toileting, movement between areas and emergency evacuation. Where a barrier cannot be removed immediately, an individual access plan and suitable alternative arrangements will be considered.

Current Range of known disabilities

The school supports pupils and students with a wide range of disabilities and additional needs, including learning disabilities and difficulties, physical and sensory impairments, communication and interaction needs, social, emotional and mental health needs, neurodevelopmental differences and long-term health conditions. Needs are considered individually and reasonable adjustments are recorded through relevant plans and school systems.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, quality assurance and Continuous Professional Development (CPD), we aim to strengthen staff knowledge, skills and understanding so that disabled pupils can access an ambitious, broad and balanced curriculum. Teaching, resources, communication, assessment and the learning environment are adapted where required, while maintaining high expectations for each learner.

It is a core value of the school that all pupils and students are enabled to participate as fully as possible in the wider life of the school. Educational visits, clubs, PE, community learning, vocational activities and work experience will be planned with accessibility in mind. Reasonable adjustments, appropriate staffing and individual risk assessment will be used so that disability is not, in itself, a reason for exclusion from an activity.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase access to the curriculum for disabled pupils and students	Review curriculum accessibility through EHCPs, annual reviews, pupil voice and curriculum quality assurance. Provide differentiated and multi-sensory teaching, appropriate auxiliary aids, adapted resources and alternative recording methods. Ensure reasonable adjustments are planned and recorded.	Termly and ongoing	SENCOs / Heads of School / Curriculum Leads	Identified barriers are addressed promptly; pupils participate in an ambitious curriculum and make progress from their starting points and more students moving from semi-formal to the formal curriculum

Strengthen staff knowledge of disability and accessibility	Use CPD and supervision to identify training needs. Provide relevant training on disability, communication, sensory needs, dyslexia/dyscalculia, assistive technology, reasonable adjustments, PACE and positive handling where appropriate.	Reviewed annually and as needs arise	SENCOs / Headteacher / Heads of School	Staff demonstrate increased confidence and adjustments are consistently implemented in practice.
Improve and maintain access to the physical environment and safe evacuation	Complete site-by-site accessibility reviews. Maintain individual PEEPs and access plans where required. Consider entrances, internal routes, teaching locations, toilets, seating, meeting rooms, parking and emergency arrangements. Review access needs when considering admissions, staffing and changes to premises.	Annual review and as required	Headteacher / Operations / SENCOs / First Aid & H&S Leads	Barriers are identified and reduced; PEEPs/access plans are current; pupils, staff and visitors can access appropriate areas safely.
Improve sensory accessibility across all sites	Review lighting, noise, visual clutter, seating, regulation spaces and predictable access to quieter areas. Seek specialist advice where required and record individual sensory adjustments.	Annual audit; individual review as required	SENCOs / Heads of School / Operations	Sensory barriers are identified and reduced; pupils have access to environments and regulation strategies that support participation.
Improve signage and access for people with visual or hearing impairments	Review contrast and visibility of steps/signage; use high-contrast markings where appropriate. Liaise with VI/HI specialists and implement recommended adjustments, including acoustic or	Annual review and as required	Operations / SENCOs	People with VI/HI needs can navigate and access information safely; specialist recommendations are implemented

	communication support where required.			where reasonably practicable.
Improve accessible information and digital access	Provide information in accessible formats according to need, including large print, Easy Read, symbols, audio/video, captions, text-to-speech, speech-to-text and accessible digital documents. Review learning platforms/software and provide assistive technology where required.	2026-27 review; ongoing	ICT Lead / SENCO / Curriculum Leads	Pupils receive information in a format they can access and understand; appropriate hardware/software is available and used effectively.
Ensure communication is accessible	Use individual communication profiles and reasonable adjustments such as visual supports, simplified language, processing time, AAC, interpreters or translation where required. Ensure key information for families is available in an accessible format.	Ongoing and at admission/ review	SENCOs / Class Teams / Heads of School	Pupils and families can understand key information, express views and participate meaningfully in decisions.
Ensure educational visits, PE and enrichment are accessible	Assess accessibility when selecting venues and activities. Complete individual risk assessments and reasonable adjustments. Adapt PE and enrichment activities so pupils can participate safely and meaningfully.	Before each activity; reviewed annually	EVC Coordinator / PE Lead / Class Teams	Disabled pupils are not excluded because of disability where reasonable adjustments can enable safe participation.
Ensure Post-16, vocational learning and work experience	Assess accessibility of vocational courses, practical learning, community learning and work placements. Agree reasonable adjustments with external providers and incorporate accessibility into	Before placement/activity and reviewed termly	SENCOs / KS5 Curriculum Lead / Careers Lead	Students can access their planned programme and work experience without avoidable

are accessible	placement planning and review.			disability-related barriers.
Ensure examinations and assessments are accessible	Identify normal ways of working and assess the need for reasonable adjustments and access arrangements. Implement relevant JCQ requirements for external examinations and appropriate adjustments for internal assessment.	Annually and before each assessment series	Exams Officer / SENCOs / Curriculum Leads	Eligible pupils receive appropriate access arrangements and can demonstrate their knowledge and skills without substantial disadvantage.
Support accessible transition and preparation for adulthood	From Year 9 onwards, consider accessibility within careers, independent travel, community participation, work experience and destination planning, aligned with EHCP Preparing for Adulthood outcomes.	At annual reviews and transition points	SENCOs / Careers Lead / KS5 Team	Accessibility needs are reflected in transition planning and do not unnecessarily restrict intended destinations or independence.
Monitor accessibility and respond to emerging barriers	Gather pupil/student voice, parent/carer feedback, staff observations and professional advice. Review complaints and incidents for accessibility themes. Record progress and identify new actions/resources.	At least annually	Headteacher / SENCOs	The plan remains current, evidence-informed and demonstrably improves accessibility over the 2026-29 period.

Monitoring arrangements

This Accessibility Plan covers the period 2026-29 and will be formally reviewed at least every 3 years. Progress against the action plan will be reviewed at least annually by the Headteacher and Lead SENCO and reported through the school's leadership and proprietor arrangements. The plan will be updated sooner where pupil need, provision, premises, legislation or identified accessibility barriers require this. Completed actions will be evaluated for impact and new priorities added where necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Curriculum Policy
- English as an Additional Language Policy
- Equality, Diversity and Inclusion Policy
- First Aid Policy
- Health & Safety Policy
- Medication Policy
- Teaching & Learning Policy
- SEND Policy
- Admissions Policy
- Educational Visits Policy
- Examinations/Access Arrangements procedures
- Health and Safety / Emergency Evacuation arrangements
- Careers and Preparation for Adulthood arrangements