



Accessibility Policy and Plan

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Legislative Context

This Accessibility Policy and Plan are drawn up in accordance with the requirements of the Equality Act 2010, particularly Schedule 10, relating to Disability, the Special Educational Needs and Disability (SEND) Code of Practice; 0-25 years, and current Department for Education guidance relating to Inclusion, SEND and disability. The policy also reflects the government's ongoing programme of SEND and alternative provision reform, which places a stronger emphasis on inclusive practice, early intervention, participation, preparation for adulthood, and removing barriers to learning for all children and young people.

EMLM is responsible for ensuring the implementation, review and evaluation of the Accessibility Policy and Plan. Progress against the plan will be monitored regularly and reported to the Board Members to ensure that accessibility and inclusion remain strategic priorities

Aims

1. Inclusive Ethos

At Education My Life Matters (EMLM), we are committed to providing a fully inclusive and accessible environment that values and supports all learners, staff, parents, carers and visitors, regardless of disability, special educational needs, physical, sensory, social, emotional, mental health, communication, cultural or spiritual needs.

We are committed to:

- promoting equality of opportunity and participation;
- removing barriers to learning and engagement;
- challenging discrimination, prejudice and negative attitudes towards disability;
- fostering a culture of belonging, dignity, respect and high aspirations for all;
- ensuring that all members of our community can participate fully in school life.

We recognise that accessibility is not solely about physical access, but also about ensuring equitable access to learning, communication, relationships, opportunities and outcomes.

2. Accessibility Planning

An Accessibility Plan will be produced to cover a three-year period and will be reviewed annually to ensure it remains responsive to the changing needs of learners and developments in legislation and national guidance.

The plan will be informed by:

- learner voice and parent/carers feedback;
- accessibility audits and risk assessments;
- information from Education, Health and Care Plans (EHCPs) and support plans;
- recommendations from external professionals;

- emerging local and national SEND priorities and reforms.

3. The Accessibility Plan will contain relevant actions to:

a) Increase access to the curriculum for learners with disabilities and additional needs

This will include making reasonable adjustments and ensuring that teaching is inclusive, adaptive and ambitious for all learners. The school will seek to remove barriers to participation and ensure that learners are prepared for adulthood and can participate fully in all aspects of school life.

This includes:

- adaptive teaching and personalised approaches to learning;
- participation in enrichment activities, educational visits and extracurricular opportunities;
- the provision of specialist equipment, assistive technology and reasonable adjustments;
- promoting communication, independence and self-advocacy;
- supporting learners' social, emotional and mental health needs;
- ensuring that accessibility considerations are embedded within curriculum planning and assessment.

b) Improve access to the physical environment

The school will continue to make reasonable adjustments to the physical environment and provide specialist facilities and equipment where appropriate, enabling learners, staff and visitors to access education and school activities as independently as possible.

This includes consideration of:

- mobility and wheelchair access;
- sensory environments;
- signage and wayfinding;
- quiet and regulation spaces;
- accessibility during emergency evacuation and lockdown procedures;
- the suitability of furniture, equipment and learning spaces.

c) Improve access to information and communication

The school will make reasonable adjustments to the delivery of information for learners, parents, carers, staff and visitors with disabilities.

Information will be provided in a range of accessible formats where required, including:

- large print;
- visual supports;
- simplified language;

- translated materials where appropriate;
- electronic formats;
- assistive technology and communication aids.

Information will be made available within a reasonable timeframe and in a manner that promotes understanding and participation.

4. Accessibility Audits and Action Planning

The Accessibility Action Plan for physical access will be informed by regular accessibility audits and risk assessments. These audits will be reviewed annually and revisited before the end of each three-year planning cycle to inform the development of subsequent plans.

The school will also consider:

- changing learner needs;
- feedback from stakeholders;
- recommendations from external agencies;
- developments in inclusive practice and accessibility guidance.

5. Training and Awareness

We recognise the importance of ongoing professional development and awareness raising in relation to disability, accessibility and inclusion.

The school will ensure that staff and Board Members receive appropriate training and updates on:

- disability equality and inclusion;
- reasonable adjustments;
- adaptive teaching and inclusive practice;
- neurodiversity and sensory needs;
- communication needs;
- accessibility responsibilities under the Equality Act 2010;
- developments in SEND legislation and national reform programmes.

6. Links with Other Policies

This policy should be read in conjunction with:

- SEND and Inclusion Policy;
- Equality Information and Objectives;
- Behaviour and Relationships Policy;
- Supporting Learners with Medical Conditions Policy;
- Health and Safety Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy;

- Educational Visits Policy;
- Admissions Policy;
- Emergency Evacuation and Lockdown Procedures.

EMLM recognises that accessibility is an ongoing process rather than a fixed outcome. We are committed to continually reviewing our provision to ensure that every learner can participate, belong and achieve, regardless of disability or additional need.

Accessibility Plan 2025-2027

1. Improving curriculum access

Objective	Action	Timescale	Responsibility	Success Criteria	Monitoring Method	Progress updates
Increase access to the curriculum for learners with a disability and additional needs through inclusive and adaptive practice	Ensure all staff use the SEND Toolkit and Adaptive Teaching framework to understand learners' strengths, barriers and strategies for support.	Ongoing	WF and senior teaching staff on site	Staff demonstrate a secure understanding of learner needs and implement appropriate adaptations and reasonable adjustments.	SEND Toolkit & Adaptive Teaching Framework evident in planning and provision.	
	Ensure information from EHCPs, support plans and professional reports is translated into classroom practice.	Ongoing	WF/SENDCo	Provision maps and planning clearly demonstrate personalised support and adaptations	Adaptive teaching consistently observed across the school.	
	Deliver ongoing professional development on adaptive teaching, neurodiversity, sensory needs, communication needs and inclusive practice.	CPD 2026-2027	WF & SLT	Staff confidence and competence increase, leading to improved learner engagement and outcomes.	Improved learner engagement and participation.	
	Induction programme for all new staff to include SEND Toolkit, Adaptive Teaching Framework,	As soon as new staff appointed	HR/WF	New staff are equipped to meet	Increased learner independence	

	accessibility responsibilities and inclusive classroom strategies. Embed learner voice and co-production in planning, reviews and target setting. Increase the use of assistive technology and specialist equipment to support access to learning and communication. Ensure preparation for adulthood skills are embedded within the curriculum, including independence, communication and self-advocacy	Ongoing Ongoing Ongoing	WF All teaching staff & LMs	individual needs from the outset. Learners contribute to decisions about their support and can identify strategies that help them learn. Learners independently use appropriate resources to access the curriculum. Learners demonstrate increasing independence and readiness for next steps.	and confidence. Positive outcomes and progress for learners with SEND.	
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2. Improving the physical environment

Objective	Action	Timescale	Responsibility	Success Criteria	Monitoring Method	Progress updates
To ensure the physical environment is safe, accessible	Complete annual accessibility audits and review environmental risks, identifying any barriers to access.	Termly	HoS/Premises Lead	Accessibility barriers are identified and addressed promptly	-Annual Accessibility Audit	

and supportive of the diverse sensory, physical and emotional needs of all learners, staff and visitors.	Maintain all buildings, pathways, fire doors, entrances and emergency exits to ensure accessibility and safe evacuation.	Ongoing	HoS/SLT	Safe access and evacuation for all users, including those with disabilities.	-Premises inspections	
	Maintain calm, low-arousal learning environments using appropriate décor, lighting and uncluttered displays to support learners with SEND and SEMH needs	Ongoing	HoS/All staff	Learning environments promote regulation, engagement and wellbeing.	- Learning walks	
	Ensure signage throughout the school is clear, consistent, visual and accessible.	On going	HoS/Premises Lead	Learners and visitors can navigate the site independently where appropriate	-Health & Safety inspections	
	Review the suitability of furniture, learning spaces and specialist equipment to meet changing learner needs.	Half termly checks	HoS/Premises Lead	Appropriate equipment and environments are available when required.	-Fire evacuation and lockdown drills	
	Ensure accessibility considerations are included within emergency evacuation, lockdown and health and safety procedures.	Ongoing	HoS	Individual emergency arrangements are in place where required.	- Learner, parent and visitor feedback	
					- Board reports	

3. Delivery of written information

Objective	Action	Timescale	Responsibility	Success Criteria	Monitoring Method	Progress updates
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To ensure information is accessible, inclusive and available in formats that enable all learners, families, staff and visitors to participate fully in school life.	Review the school website to ensure accessibility requirements are met and information remains current.	Ongoing	HoS with N W- J	Website is accessible, compliant and easy to navigate.	-Website audits - Parent questionnaires -Bromcom communication monitoring -Learning walks - Accessibility audits - Stakeholder feedback - Board reports	
	Continue to develop communication through Bromcom, ensuring parents receive timely and accessible information.	Ongoing	HoS & Admin team	Increased parental engagement and effective communication.		
	Provide information in alternative formats where required (large print, simplified language, translated documents, electronic formats, visual supports).	Ongoing	Admin Team	Information is accessible to all stakeholders.		
	Use visual signage, symbols and communication supports throughout the school to aid understanding and independence.	Ongoing	HoS & Premises Lead	Learners navigate the environment independently where appropriate		
	Ensure classrooms consistently use visual timetables, communication prompts and other inclusive communication strategies.	Ongoing	Teaching Staff	Communication barriers are reduced and learner engagement improves		
	Promote positive awareness of disability, neurodiversity and inclusion through displays, curriculum opportunities and awareness events.		HoS/Teaching Staff	School culture reflects respect, inclusion and diversity.		