

Invested Education

Accessibility Plan

Date of last review: September 2026

Date of next review: September 2027

Signed: C Fleming-Smith

Head Teacher

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Statement of intent

This plan outlines how Invested Education will increase access to education for disabled pupils in the three areas required by Schedule 10 to the Equality Act 2010: participation in the curriculum, the physical environment and the provision of accessible information.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe and in ways that take account of pupils' disabilities, individual needs and the views of pupils and parents/carers. This plan covers the period September 2026 to August 2029 and will be monitored at least annually and revised sooner where needs, premises or circumstances change.

The Proprietor and Directors also recognise their responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- The Proprietor and Directors.
- External partners.

The Accessibility Plan will be published and made readily available to parents, carers and other interested persons. A copy will also be made available for inspection on request.

The Proprietor will ensure that adequate resources are allocated to agreed accessibility actions, including staff training, specialist advice, assistive technology, equipment and reasonable premises adaptations.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010, including Schedule 10 – Accessibility for disabled pupils
- Education Act 1996
- Children and Families Act 2014

- The Education (Independent School Standards) Regulations 2014

- DfE (2026) Independent School Standards Guidance

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years' – applied as relevant to the school's SEND provision, EHC plans and any applicable section 41 duties

This plan operates in conjunction with the following school policies:

- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy

- Behaviour Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The Proprietor, acting through the Directors, will be responsible for:

- Ensuring that this Accessibility Plan is prepared, published, resourced, implemented, reviewed and revised in accordance with Schedule 10 to the Equality Act 2010.
- Approving this plan before it is implemented.
- Monitoring progress against this three-year plan at least annually and ensuring agreed actions are appropriately resourced.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Proprietor/Directors, local authorities, parents/carers and relevant external agencies to implement and review the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and Proprietor/Directors to ensure that pupils attending Invested Education are appropriately supported and that barriers to access are identified promptly.
- Ensuring they have oversight of the needs of pupils attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Proprietor/Directors will ensure that an Accessibility Audit is undertaken at least annually, following any material premises change and whenever a new or changing need identifies a previously unrecognised barrier. The audit will cover the following three areas:

- **Access to the curriculum – the school will assess the extent to which disabled pupils can participate in the curriculum and benefit from teaching, enrichment, educational visits and wider school life.**
- **Access to the physical environment – the school will assess barriers relating to access, circulation, teaching spaces, toilets, parking/drop-off, outdoor areas, signage, lighting, acoustics, sensory environment and emergency evacuation.**
- **Access to information – the school will assess whether information is available in forms that disabled pupils can access, including through reasonable use of visual, simplified, large-print, audio, digital or communication-supported formats.**

When conducting the audit, the school will consider a broad range of disabilities, impairments and access needs, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Communication, cognition and learning – including autism, dyslexia, speech and language needs, processing differences and the need for visual or augmentative communication**
- Sensory processing and neurodevelopmental needs – including ADHD, sensory sensitivities and executive functioning needs
- Social, emotional and mental health needs – including anxiety, trauma-related needs and barriers to engagement
- Medical and health needs – including conditions that affect access, stamina, communication, mobility, interoception or emergency planning

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

Actions will be prioritised over the life of this three-year plan, taking account of individual need, reasonable adjustment duties, pupil and parent/carers views, available resources and the urgency of the barrier identified. The actions to be undertaken are detailed in the following sections.

Planning duty 1: Curriculum

Statement	Proposed Actions	Lead	Resources / Cost	Proposed Outcome	Review
Staff must know whether the curriculum is accessible	Provide annual CPD on adaptive teaching for pupils with SEND/EHC plans. Share relevant admissions, EHCP and assessment information promptly. Use specialist advice where needed. Consider assistive technology, visual supports, text-to-speech, speech-to-text and communication tools where they improve access.	SENCO / Curriculum Lead	CPD time; specialist advice; assistive technology as required	Reasonable adjustments are recorded in pupil planning and evidenced through learning walks, planning and work scrutiny. New pupil information is reviewed promptly and shared with relevant staff.	Annual; Summer 2027
Educational visits and enrichment must take account of pupils' access needs	Use visit-specific and pupil-specific risk assessment. Brief staff on adjustments and emergency arrangements. Review access, transport, medication, communication and sensory needs before visits. Provider information will inform, but not replace, the school's own assessment.	EVC / SENCO / Visit Lead	Staff time; transport or additional staffing where required	Disabled pupils can participate in visits wherever reasonably possible, with barriers and adjustments identified before the visit.	Each visit; annual audit
Pupils with specific SEND or disabilities must be able to access lessons	Review curriculum plans, timetables and teaching environments against individual need. Provide targeted intervention where appropriate. Adapt presentation, communication, pace, recording methods, seating, sensory demands and resources without reducing ambition or entitlement.	SENCO / Curriculum Lead / Teachers	Teaching resources; specialist equipment; staffing as required	Pupils access an appropriate, ambitious curriculum and monitoring shows identified barriers are reduced or removed.	Termly; Summer 2027

Planning duty 2: Physical environment

Statement	Proposed Actions	Lead	Resources / Cost	Proposed Outcome	Review
Management must know whether the school's physical environment is accessible	Complete a premises-specific accessibility audit, including entrances, changes in level, door widths, corridors, accessible WC provision, parking/drop-off, outdoor areas, signage, lighting, acoustics, sensory environment, specialist rooms and evacuation arrangements. Repeat following material premises changes.	Headteacher / Premises Lead / Proprietor	Competent accessibility advice and works budget where required	A prioritised premises action list identifies barriers, reasonable adjustments, timescales and responsible persons.	On occupation/ material change; annual

Statement	Proposed Actions	Lead	Resources / Cost	Proposed Outcome	Review
Learning environments must be accessible to pupils with visual, auditory or sensory needs	Use pupil-specific advice to adjust seating, lighting, contrast, print size, digital display, acoustics and sensory load. Provide alternative formats and assistive equipment where required.	SENCO / Teachers / Premises Lead	Alternative-format resources and equipment as required	Learning environments reflect identified needs and pupils can access teaching materials and communication more effectively.	Termly; Summer 2027
Pupils with physical disabilities must have suitable access to school buildings and facilities	Identify barriers through the premises audit and obtain competent advice where changes in level or circulation create barriers. Consider the most appropriate reasonable solution, which may include changes to room use, ramps, lifting equipment, door alterations, accessible WC adaptations or other works.	Headteacher / Premises Lead / Proprietor	Capital/maintenance budget; specialist advice subject to need	Reasonable physical adaptations or operational adjustments are implemented so pupils can access education, facilities and services as fully as reasonably practicable.	Ongoing; annual review

Planning duty 3: Information

Statement	Proposed Actions	Lead	Resources / Cost	Proposed Outcome	Review
Management must know whether school information is accessible	Audit key pupil-facing and parent-facing information, including letters, policies, forms, curriculum materials and digital information. Record barriers and required alternatives.	SENCO / Administration Lead	Staff time; specialist advice if required	The school can identify and respond to information-access barriers promptly.	Annual; Summer 2027
School must be able to provide written information in accessible formats	Maintain access to advice/services for large print, easy-read, pictorial/symbol-supported, audio, accessible digital and other alternative formats. Use plain language and appropriate communication supports where needed.	SENCO / Administration Lead	External conversion/support costs where required	Information normally available to non-disabled pupils can be provided in a form that disabled pupils can access within a reasonable timeframe.	Ongoing; annual review
Written and digital information must meet individual visual and communication needs	Provide alternative formats where required, including larger text, accessible digital documents, appropriate contrast/backgrounds, visual schedules and communication aids. Seek specialist advice for complex needs.	SENCO / Teachers / Administration	Adapted resources; assistive technology as required	Pupils can access essential information and learning materials in a format suited to their individual needs.	Termly; Summer 2027
School website should minimise accessibility barriers	Review the website periodically for keyboard navigation, heading structure, alternative text, readable contrast, zoom/responsive layout, accessible documents and plain-language presentation. Implement reasonable improvements when barriers are identified.	Website / IT Lead	IT/web support time; remediation costs if required	Identified website accessibility barriers are documented, prioritised and reduced through reasonable improvements.	Summer 2027; annual

Monitoring and review

This plan covers September 2026 to August 2029. Progress will be monitored at least annually by the Headteacher and Proprietor/Directors and the plan will be revised sooner where needs, premises, legislation or circumstances change. A new three-year plan will be adopted no later than September 2029.