



POLICY – Accessibility

Hidelow Grange School

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Signed: Benjamin J. Neasom

Date: 08 June 2026

Role: Head Teacher, Hidelow Grange School



Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site' or 'School'	Hidelow Grange School (HGS), an independent specialist SEMH school owned by CareTech.
Learner / Pupil / Student	Any child or young person under the age of 18, or young adult over 18 who receives education at HGS.
Service Head / Head Teacher	Benjamin J. Neasom, the senior person with overall responsibility for Hidelow Grange School.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at HGS.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	Ofsted - the independent regulatory body responsible for inspecting and regulating independent schools in England.
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the school's location (Buckinghamshire Council) or the learner's home local authority.
Staff	All staff working at HGS, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



1. Local School/College Profile

About Hidelow Grange School

Hidelow Grange School (HGS) is an independent specialist school for pupils with Social, Emotional and Mental Health (SEMH) needs and Harmful Sexual Behaviour (HSB). We are registered for 20 pupils aged 11-16 years.

Our Context:

- Small, nurturing environment with high staff-to-pupil ratios
- Specialist provision for pupils who have experienced trauma, educational disruption, and complex SEMH needs
- Many pupils arrive significantly below age-related expectations due to exclusion, non-attendance, school avoidance, or placement breakdown
- Therapeutic approach underpinned by trauma-informed practice and attachment theory
- Strong emphasis on relationships, safety, and rebuilding trust in education

Our Ethos and Vision: At HGS, we believe that **every pupil's history of educational disruption is not predictive of their future**. We are committed to:

- **High aspiration, high nurture** - removing barriers, not lowering expectations
- **Relational practice** - relationships are the foundation of all learning and behaviour change
- **Trauma-informed care** - understanding that behaviour is communication
- **Individualized pathways** - meeting each pupil exactly where they are and supporting rapid, sustained progress
- **Preparing for life** - equipping pupils with academic, social, emotional and vocational skills for successful transitions

Our Curriculum: We offer a broad and balanced curriculum adapted to meet individual needs, including:

- **The Nurture Pathway** - a specialized, relational curriculum for Year 7 pupils working significantly below age-related expectations (based on Boxall's Nurture Group model)
- **Mainstream curriculum pathways** - for pupils ready to access age-appropriate learning
- **Enrichment and outdoor learning** - including the John Muir Award, vocational skills, and therapeutic activities
- **Therapeutic interventions** - integrated into the school day, including individual and group therapy

Specialist Designations:

- Independent specialist school for SEMH and HSB
- Registered with Ofsted under The Education (Independent School Standards) Regulations 2014
- Part of the CareTech Community group

Our Commitment to Accessibility: As a specialist SEMH school, accessibility is at the heart of everything we do. We recognize that our pupils face multiple barriers to learning - emotional, behavioural, sensory, cognitive, and often physical. This policy



sets out how we anticipate, remove, and respond to those barriers so that every pupil can participate, progress, and thrive.

2. Purpose

This policy applies to **Hidelow Grange School** and sets out how we will deliver accessibility for learners, colleagues, and the wider community. It provides a framework and outlines the expectations that apply to:

- Staff (teachers, tutors and the wider staff team)
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

By using this policy, **Hidelow Grange School** meets statutory duties, upholds safeguarding responsibilities, complies with data protection requirements, and sustains high-quality, inclusive provision. In practical terms, that means accessible teaching and tutoring, a progressively more accessible estate, and information that people can actually use—digital and otherwise.

3. Scope

This policy applies across all aspects of Hidelow Grange School's operations. It establishes the standards and expectations that must be followed consistently throughout the school.

The school operates in **England** and implements these standards in accordance with the statutory and regulatory requirements set out in **Appendix A** (England).

4. Local Adaptation Requirement

Sections marked [*Local Adaptation*] have been completed by Hidelow Grange School to reflect our operational procedures, context, and the statutory requirements for independent schools in England.

All local additions are:

- Accurate and up to date
- Consistent with national legislation and Ofsted guidance
- Fully aligned with the universal standards in this policy
- Reflective of our specialist SEMH and HSB context

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context

Hidelow Grange School is governed by the statutory duties, safeguarding requirements and inspection arrangements for independent schools in England. The



standards in this policy are implemented in line with the legal and regulatory frameworks set out in Appendix A, which summarizes the requirements including:

- Equality Act 2010 (including Public Sector Equality Duty and reasonable adjustments)
- Equality Act 2010 - Schedule 10 (Accessibility planning for schools)
- Children and Families Act 2014 - Part 3 (SEND)
- SEND Code of Practice: 0-25 years
- The Education (Independent School Standards) Regulations 2014
- Ofsted Education Inspection Framework (EIF)

6. Our commitment

We want every learner, colleague, parent/carer, and visitor to feel the school was designed with them in mind. That commitment shows up in two ways: first, we **anticipate** barriers and remove them where we can; second, when barriers still arise, we **respond quickly** with reasonable adjustments so participation is the norm, not the exception. This policy gives our school a clear, practical framework for doing that consistently, in line with national law and Ofsted inspection expectations.

6.1 Access to Learning (teaching, tutoring and support)

In classrooms and therapeutic spaces, teachers and tutors plan for inclusion from the outset, not as an afterthought. Lessons assume a range of needs will be present; materials are prepared in accessible formats; assistive technologies are used confidently. Barriers—whether physical, sensory, cognitive, emotional, behavioural, or related to communication—are anticipated and reasonable adjustments are implemented quickly.

At HGS, this means:

- Differentiated planning for every lesson, with scaffolding and challenge built in
- Use of visual supports, sensory resources, and communication aids as standard
- Trauma-informed approaches that recognize emotional dysregulation as a barrier to learning
- Flexible groupings and 1:1 support where needed
- Access arrangements for assessments and exams identified early and implemented consistently
- Regular review of pupil progress with adjustments made in response to data and pupil voice

This reflects the anticipatory nature of accessibility planning in schools and the Equality Act's wider duties.

6.2 Access to the Physical Environment (estate and operations)

[Local Adaptation - HGS Context]

Hidelow Grange School is committed to ensuring that our physical environment supports the participation, safety, and independence of all pupils, staff, and visitors.

Current Estate Profile:

- Single-story main building with level access to most teaching spaces
- Accessible toilet facilities on the ground floor



- Outdoor learning spaces including sensory garden and John Muir Award project areas
- Designated therapeutic spaces (therapy rooms, sensory room, quiet spaces)
- Clear signage and visual wayfinding throughout the building

Our Approach: Entrances, circulation routes, toilets, teaching spaces, signage and wayfinding are progressively improved through estates plans that prioritize dignity and independence. Personal Emergency Evacuation Plans (PEEPs) are in place for any pupil, staff member, or regular visitor who requires one. These are tested termly and understood by all staff.

Capital and Maintenance Plans: Our estates improvement plan explicitly shows how accessibility is being improved over time, including:

- Annual accessibility audit of the site
- Prioritized action plan for physical improvements (e.g., improved lighting, acoustic treatments, sensory-friendly spaces)
- Budget allocation for accessibility improvements in annual capital planning
- Consultation with pupils, staff, and families about environmental barriers
- Termly progress reporting to the Head Teacher and Proprietor

Specific Considerations for SEMH Context:

- **Sensory needs:** Quiet spaces, low-arousal environments, and sensory breaks are available
- **Safety and de-escalation:** Physical environment supports safe de-escalation (e.g., clear sightlines, appropriate furniture, access to outdoor spaces)
- **Therapeutic spaces:** Designated rooms for therapy, regulation, and restorative conversations
- **Outdoor access:** Immediate access to outdoor spaces for regulation, learning, and enrichment

6.3 Access to Information (communications and digital)

[Local Adaptation - HGS Context]

At Hidelow Grange School, we recognise that many of our pupils have communication, literacy, and processing difficulties that create barriers to accessing information. We are committed to making all information accessible, timely, and user-friendly.

Our Approach: Letters, handbooks, timetables, reports, and assessments are designed to be readable and available in alternative formats on request, with clear turn-around times that we meet. Digital content follows recognized accessibility standards and is tested with real users where possible; teams use accessible templates by default and act on audit findings.

Practical Implementation at HGS:

For Pupils:

- Visual timetables and schedules in every classroom and communal space
- Use of symbols, pictures, and simplified language alongside written text
- Access to assistive technology (e.g., text-to-speech, speech-to-text, reading rulers, coloured overlays)



- Alternative formats for assessments and written tasks (e.g., verbal responses, video, audio recording)
- Clear, consistent communication about expectations, changes, and transitions
- Pupil-friendly versions of key policies and procedures

For Parents/Carers:

- School handbook available in accessible formats (large print, easy-read, audio on request)
- Letters and communications use plain English, clear headings, and bullet points
- Key information available in alternative languages on request (via translation services)
- Regular communication via phone calls (not just written) for families who prefer this
- Face-to-face meetings offered for complex or sensitive information
- Turn-around time for alternative formats: **5 working days** (or sooner for urgent communications)

For Staff:

- Accessible templates for planning, reporting, and communication (built-in accessibility features)
- Training on creating accessible documents and using assistive technology
- Digital platforms (e.g., CPOMS, Google Classroom) meet WCAG 2.1 AA standards where possible
- Regular audits of digital content and websites for accessibility compliance

Standards and Guidance: We follow the **DfE Accessibility & Inclusive Design Manual** and **WCAG 2.1 Level AA** standards for digital content. Our website and digital communications are audited annually, and findings are acted on within agreed timescales.

7. Roles and Responsibilities (clear ownership and follow-through)

7.1 All Staff (teachers, tutors, and wider staff team)

Staff make inclusion visible every day:

- Plan lessons and activities for diverse needs from the outset
- Use accessible materials, visual supports, and assistive technology as standard
- Implement agreed reasonable adjustments consistently and promptly
- Monitor pupil engagement and progress, identifying barriers early
- Log barriers and adjustments on CPOMS and escalate issues that cannot be resolved at classroom level
- Participate in training on accessibility, SEND, and trauma-informed practice
- Contribute to reviews of pupils' accessibility needs and provision

Accountability: Line managers monitor implementation through learning walks, planning reviews, and pupil progress meetings.

7.2 Senior Leaders (Head Teacher and Senior Leadership Team)

Senior Leaders ensure strategic oversight and compliance:



- Ensure a **Local Accessibility Plan** is in place, published, and reviewed on a 3-year cycle (in line with Equality Act Schedule 10)
- Assign clear responsibilities for accessibility across curriculum, estate, and information
- Allocate budget for accessibility improvements (reasonable adjustments, assistive technology, estates works, training)
- Monitor impact through data (pupil progress, participation, attendance, behaviour, pupil/parent voice)
- Report on accessibility to the Proprietor and Ofsted as required
- Ensure staff have the training, resources, and time to implement this policy effectively
- Lead by example in promoting an inclusive, anticipatory culture

Accountability: The Head Teacher is accountable to the Proprietor and Ofsted for compliance with accessibility duties and the quality of inclusive provision.

7.3 Organisation Leadership (CareTech Central Team)

The organisation provides universal standards, support, and assurance:

- Own and maintain the universal Accessibility Policy framework
- Provide model templates, training, and guidance to sites
- Run proportionate assurance processes (audits, data analysis, inspection preparation)
- Share best practice across sites and facilitate peer learning
- Ensure sites have access to specialist expertise (e.g., accessibility audits, assistive technology, estates planning)
- Monitor compliance with statutory duties and regulatory expectations

Accountability: Regional Leads and the Compliance, Regulation and Quality Director provide oversight and escalate risks or non-compliance.

7.4 Learners and Families

Learners and families are active partners in accessibility:

- Know how to request reasonable adjustments (via Head Teacher, class teacher, or SENCO)
- Provide feedback on what works and what doesn't (through reviews, surveys, and informal conversations)
- Participate in reviews of accessibility provision (e.g., EHCP reviews, accessibility plan consultations)
- Share insights that shape our priorities and improvements

How to Request an Adjustment:

- Speak to your child's class teacher, tutor, or the Head Teacher
- Email: [insert school email]
- Phone: [insert school phone number]
- Complete the Reasonable Adjustments Request Form (available on the school website and in reception)

We will respond within **5 working days** with a clear plan of what will be done, by whom, and by when.

7.5 Visitors and Contractors

Visitors and contractors comply with accessibility expectations:

- Receive clear instructions about accessibility features and expectations on arrival
- Follow site procedures for accessible communication and safe movement around the building
- Report any barriers or accessibility concerns to the school office
- Respect the needs of pupils and staff (e.g., quiet spaces, sensory considerations, communication preferences)

Accountability: The school office and site manager ensure visitors are briefed and supported.

8. Reasonable Adjustments (how people get help, fast)

[Local Adaptation - HGS Process]

At Hidelow Grange School, we are committed to making reasonable adjustments quickly, transparently, and in partnership with pupils and families.

How to Request a Reasonable Adjustment:

Who can request?

- Pupils
- Parents/carers
- Staff
- External professionals (e.g., social workers, therapists, educational psychologists)

How to request:

1. **Speak to staff:** Class teacher, tutor, SENCO, or Head Teacher
2. **Email:** senco.hidelow@caretech-uk.com
3. **Phone:** 01886 884832
4. **Complete a form:** Reasonable Adjustments Request Form (available on website, in reception, or from any staff member)

Our Process:

Stage	Action	Timescale
1. Receive request	Request logged on CPOMS and assigned to appropriate staff member (usually SENCO or Head Teacher)	Same day
2. Triage	Initial assessment: Is this urgent? What's needed? Who needs to be involved?	Within 24 hours



Stage	Action	Timescale
3. Plan	Agree what will be done, by whom, and by when. Consult with pupil, family, and relevant staff.	Within 5 working days
4. Confirm in writing	Send clear, plain-English confirmation of the adjustment, including what will happen, who is responsible, and review date.	Within 5 working days
5. Implement	Put the adjustment in place and communicate to all relevant staff.	As agreed in plan
6. Review	Check impact with pupil, family, and staff. Adjust if needed.	Within 4-6 weeks, then termly

If We Can't Do What's Asked:

If a requested adjustment is not reasonable (e.g., disproportionate cost, health and safety risk, fundamentally alters the nature of the service), we will:

- Explain why in clear, respectful language
- Offer alternative solutions
- Provide information about how to challenge the decision (via Complaints Policy)
- Document the decision and rationale

Examples of Reasonable Adjustments at HGS:

Curriculum and Learning:

- Extended time for tasks and assessments
- Alternative recording methods (verbal, video, scribe)
- Use of assistive technology (laptops, tablets, speech-to-text)
- Simplified instructions and visual supports
- Flexible groupings and 1:1 support
- Access to sensory resources and movement breaks

Environment:

- Designated quiet space for regulation
- Adjusted seating (e.g., wobble cushion, standing desk, proximity to door)
- Visual timetables and schedules
- Reduced sensory input (e.g., ear defenders, dimmed lighting)
- Access to outdoor spaces for learning and regulation

Communication:

- Information in alternative formats (easy-read, large print, audio)
- Use of visual supports and symbols
- Communication via preferred method (phone, face-to-face, email)
- Additional time to process information
- Use of communication aids or apps

Behaviour and Emotional Regulation:

- Personalized de-escalation strategies



- Access to trusted adult for check-ins
- Flexible approach to consequences (restorative, not punitive)
- Trauma-informed responses to behaviour
- Adjustments to expectations during periods of crisis or high anxiety

Accessibility Information is Easy to Find:

- Published on the school website (Accessibility section)
- Included in the school handbook (pupil and parent versions)
- Covered in induction for new pupils, families, and staff
- Displayed in reception and communal areas
- Reviewed annually and updated based on feedback

9. Local Accessibility Planning and Publication

[Local Adaptation - HGS Accessibility Plan]

Hidelow Grange School maintains a Local Accessibility Plan in line with the Equality Act 2010, Schedule 10. The plan is a public-facing document that sets out our strategy for increasing accessibility over a 3-year period.

Our Accessibility Plan Covers Three Key Areas:

1. Access to the Curriculum - How we make learning accessible for all pupils
2. Access to the Physical Environment - How we improve the school site and facilities
3. Access to Information - How we make communication and information accessible

Structure of Our Plan:

The plan is short, concrete, and action-focused, with:

- 3-5 key objectives for each area (curriculum, environment, information)
- Named leads responsible for delivery
- Resources and budget allocated
- Milestones and timescales for completion
- Success criteria and evidence of impact
- Pupil and parent voice informing priorities

Review and Publication Cycle:

Activity	Frequency	Responsibility
Accessibility Plan published	Every 3 years (minimum)	Head Teacher
Progress reviewed and updated	Termly	Senior Leadership Team
Annual progress report	Annually	Head Teacher and Proprietor (to be on website)



Activity	Frequency	Responsibility
Consultation with pupils, families, and staff	Annually (as part of review)	SENCO and Head Teacher
Alignment with LA strategy	Ongoing	Head Teacher

Where to Find Our Accessibility Plan:

- School website: [Reports & Policies - Branäs](#) (Policies section)
- School reception: Hard copies available on request
- On request: Alternative formats available (large print, easy-read, audio) within 5 working days

Current Accessibility Plan Period:

June 2026 - June 2029

Our current plan focuses on:

1. Curriculum: Embedding trauma-informed, differentiated teaching across all subjects; increasing use of assistive technology; improving access arrangements for exams
2. Environment: Improving sensory-friendly spaces; enhancing outdoor learning areas; upgrading signage and wayfinding
3. Information: Ensuring all communications meet accessibility standards; increasing use of visual supports; improving website accessibility

Next Review Date: June 2027 (annual progress review)

Next Full Plan: June 2029

10. Monitoring, Evaluation and Assurance

[Local Adaptation - HGS Monitoring Process]

We check progress **termly at school level** and report **twice-yearly** to the organisation. Evidence includes learner voice, parent/carer feedback, learning walks focused on inclusion, estates progress, and digital accessibility checks. Findings feed straight into CPD, procurement, and capital planning.

What We Monitor:

Area	Evidence	Frequency	Lead
Curriculum Access	Learning walks; planning reviews; pupil progress data; access arrangements uptake; pupil voice	Termly	Head Teacher / SENCO



Area	Evidence	Frequency	Lead
Physical Environment	Estates audit; PEEP reviews; accessibility improvements completed; pupil/staff feedback	Termly	Head Teacher / Site Manager
Information Access	Website accessibility audit; alternative format requests and turnaround times; parent/carer feedback; communication audits	Termly	Head Teacher / Admin Team
Reasonable Adjustments	CPOMS logs; adjustment requests and response times; impact reviews; pupil/parent satisfaction	Termly	SENCO / Head Teacher
Staff Competence	Training records; staff confidence surveys; practice observations	Termly	Head Teacher
Pupil and Parent Voice	Surveys; focus groups; review meetings; complaints/concerns analysis	Termly	SENCO / Head Teacher

How We Use the Evidence:

- Identify what's working** - Celebrate and share good practice
- Identify gaps and barriers** - Prioritize actions in the Accessibility Plan
- Inform training needs** - Target CPD for staff
- Guide budget allocation** - Prioritize spending on accessibility improvements
- Report to stakeholders** - Proprietor, Ofsted, parents/carers, pupils

Reporting:

- **Termly:** Progress update to Senior Leadership Team
- **Annually:** Written report to Proprietor and published on website (as part of Accessibility Plan review)
- **Twice-yearly:** Data and assurance report to CareTech central team
- **As required:** Evidence pack for Ofsted inspection

11. Training and Competence

[Local Adaptation - HGS Training Programme]

Accessibility is part of **induction for everyone** and refreshed **annually**. Teachers and tutors get practical, subject-specific strategies for inclusive delivery. Estates and digital teams get training on standards, audits and fix-cycles. Leaders are briefed on legal and inspection expectations.



Training at HGS:

Audience	Training Content	Frequency	Delivery
All Staff (Induction)	Equality Act duties; reasonable adjustments; accessibility at HGS; how to log and escalate barriers	On joining	Head Teacher / SENCO
All Staff (Refresher)	Accessibility update; new adjustments; case studies; Q&A; PBS; Good-Lives Model; Harmful Sexual Behaviour; Safeguarding	Annually	Head Teacher / SENCO
Teachers and Tutors	Differentiation and scaffolding; assistive technology; access arrangements; trauma-informed teaching; inclusive assessment; PBS; Good-Lives Model; Harmful Sexual Behaviour; Safeguarding	Termly (ongoing CPD)	SENCO / Therapy Team / External specialists
Support Staff	Supporting pupils with SEND; communication strategies; sensory and regulation support; use of resources	Termly (ongoing CPD)	SENCO
Estates and Admin Teams	Physical accessibility standards; PEEP procedures; accessible communications; website accessibility	Annually	Head Teacher / Site Manager
Senior Leaders	Legal duties (Equality Act, ISS); Ofsted expectations; accessibility planning; monitoring and assurance	Annually	Head of Policy / Regional Lead

Competence Checks:

- Learning walks and observations (focus on inclusive practice)
- Planning reviews (evidence of differentiation and adjustments)
- Staff confidence surveys (identify training needs)
- Pupil and parent feedback (evidence of impact)

External Training and Expertise:

We access specialist training and support from:

- CareTech central training team
- Branas Specialist Therapists
- Local authority SEND services
- Assistive technology specialists



- Occupational therapists and sensory integration specialists
- Educational psychologists
- Trauma and attachment specialists

12. Feedback, Concerns and Complaints

[Local Adaptation - HGS Process]

Raising a concern is **simple and safe**. We publish how to do it, we respond in a timely way, and we treat every contact as a chance to learn. Trend analysis (what people ask for, how quickly we deliver, and where we're slow) informs the next iteration of the Local Accessibility Plan.

How to Give Feedback or Raise a Concern:

Informal Feedback:

- Speak to any member of staff
- Email: [insert school email]
- Phone: [insert school phone number]
- Pupil voice sessions (termly)
- Parent/carer surveys (termly)

Formal Concern or Complaint:

- Follow the school's **Complaints Policy** (available on website and in reception)
- Contact the Head Teacher in writing (email or letter)
- If unresolved, escalate to the Proprietor (contact details in Complaints Policy)

Our Response Timescales:

Type of Contact	Response Time	Resolution Time
Informal feedback	Acknowledged within 2 working days	Resolved within 10 working days (or update provided)
Reasonable adjustment request	Acknowledged within 1 working day	Plan agreed within 5 working days
Formal concern	Acknowledged within 2 working days	Investigated and resolved within 15 working days (or update provided)
Formal complaint	Follow Complaints Policy timescales	Stage 1: 15 working days; Stage 2: 20 working days

What We Do With Feedback:

- Log it** - All feedback and concerns logged on BehaviourWatch
- Analyse it** - Termly trend analysis (themes, response times, outcomes)
- Learn from it** - Findings inform Accessibility Plan priorities and staff training
- Report it** - Summary of feedback and actions included in annual Accessibility



Plan review

Close the loop - We tell people what we've done in response to their feedback

Accessibility of the Complaints Process:

- Complaints Policy available in accessible formats (easy-read, large print, audio on request)
- Support available to make a complaint (e.g., scribe, advocate, face-to-face meeting)
- Clear, jargon-free language in all communications
- Regular updates provided throughout the process
- Independent advocacy signposted where appropriate

Related Policy: *Complaints Policy* (available on school website)



Related Policies

- Safeguarding & Child Protection Policy
- Inclusion Policy
- Behaviour, Relationship
- Anti-Bullying Policy
- Accessibility Plan / Accessibility Strategy
- SEND Policy (England) / ALN Policy (Wales) / ASN Policy (Scotland)
- Teaching and Learning Policy
- Curriculum Policy
- Assessment
- Marking and Feedback Policy
- Admissions Policy
- Attendance Policy
- Mental Health and Well-Being Policy (MHWB)
- Equality, Diversity & Inclusion Policy
- Data Protection (GDPR) & Information Governance Policy
- Complaints Policy
- Educational Visits / Trips & Risk Assessment Policy
- Staff Code of Conduct
- Examinations

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.



Appendix A - England

Legislation, guidance and regulatory frameworks underpinning Accessibility in England.

Equality Act 2010 (incl. PSED and reasonable adjustments)

- **Means:** UK anti-discrimination law covering protected characteristics and the Public Sector Equality Duty; applies to all sites (schools and FE).
- **Requires:** Sites to prevent discrimination/harassment, make reasonable adjustments, and evidence due regard in decisions and practice. Inspectors expect inclusive culture and compliance in day-to-day operations.
- **Our stance:** We treat PSED as a live decision test; every inclusion decision is recorded with the equality rationale.
- **Implementation example:** School/College publishes annual equality objectives and logs reasonable-adjustment decisions with outcomes for Learners.
- **Links:** <https://www.legislation.gov.uk/en/ukpga/2010/15>

Equality Act 2010 — Schedule 10 (Accessibility planning)

- **Means:** Specific duty on schools to plan for access to curriculum, environment and information (accessibility plans).
- **Requires:** A published plan with measurable actions; leaders monitor delivery and impact on participation and attainment. Inspectors look for implementation, not just intent.
- **Our stance:** Every School/College maintains a Local Accessibility Plan and reports termly progress.
- **Implementation example:** Site plan shows completed estates works, alternative format timelines, and curriculum access adjustments with impact notes.
- **Links:** <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10/crossheading/accessibility-plans>

Children and Families Act 2014 — Part 3 (SEND)

- **Means:** Legal framework for identifying, assessing and meeting SEND; establishes EHC plans and core principles of participation and outcomes (applies to schools and FE in England).
- **Requires:** Graduated response, joint working, timely assessments, and securing provision in EHC plans; inspectors expect evidence of effective identification and support.
- **Our stance:** We operate a consistent graduated approach and track provision-to-progress for all Learners with SEND.
- **Implementation example:** Provision mapping links interventions to assessed need, with half-termly progress reviews chaired by the SENCO/ALNCo.
- **Links:** <https://www.legislation.gov.uk/ukpga/2014/6/part/3>



SEND Code of Practice: 0–25 years (Statutory Guidance)

- **Means:** Statutory guidance on duties, policies and procedures for organisations supporting children and young people with SEND (schools and FE in England).
- **Requires:** Sites to “have regard to” the Code—graduated approach, co-production with families, and outcome-focused planning. Inspectors triangulate practice against the Code.
- **Our stance:** We align our inclusion processes and templates to the Code and audit annually for fidelity.
- **Implementation example:** EHC and SEN-Support plans show co-produced outcomes, provision, review dates, and evidence of impact.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Ofsted Education Inspection Framework (EIF)

- **Means:** Sets how Ofsted inspects schools and FE, including expectations for quality of education, behaviour/attitudes, personal development and leadership with inclusion threaded throughout.
- **Requires:** Providers to show ambitious, inclusive curricula; effective support for SEND; and statutory compliance (including equality/access).
- **Our stance:** We evidence inclusion through curriculum intent / implementation /impact, SEND case tracking, and behaviour/pastoral analytics.
- **Implementation example:** Inspection pack includes curriculum maps with adaptation principles, SEND deep-dive samples, and equality duty logs.
- **Links:** <https://www.gov.uk/government/publications/education-inspection-framework>

The Education (Independent School Standards) Regulations 2014 (*independent sites only*)

- **Means:** Prescribes standards for quality of education, welfare/health/safety, premises, information, complaints, and leadership/management.
- **Requires:** Proprietor and leaders to secure inclusive quality of education and compliance with equality/SEND requirements; inspectors check evidence against Parts 1, 3, 5, 6 and 8.
- **Our stance:** Independent Schools map Inclusion Policy controls to ISS parts and maintain termly compliance assurance.
- **Implementation example:** ISS compliance tracker with evidence links (policies, plans, records, walkthroughs) overseen by the Headteacher/Principal.
Links: <https://www.legislation.gov.uk/uksi/2014/3283>