

**Outcomes  
First  
Group.**

# **Accessibility Plan**

**Policy Folder:  
Safeguarding**



## Document History

Version	Comments/amendments	Name	Date
1	Version 1	Rachel Martin	March 2024
2	Version 2	Ben Price	March 2026
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This Accessibility Plan is compliant with current legislation and requirements as specified in [Schedule 10, relating to Disability, of the Equality Act 2010](#). The Headteacher at Baston House Scholl School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

## Baston House School Mission Statement

### School Ethos and Vision

Baston House School ensures that our school environment supports learning and promotes the well-being of pupils and staff through a strong sense of community cohesion.

We work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions. We follow the OFG approach of Ask, Accept and Develop, where every child is valued as an individual and encouraged to succeed.

Baston House School evidences and supports its commitment and statutory duty to safeguard and promote the welfare of children. We are committed in establishing and maintaining procedures for safer recruitment and sound working relationships with parents and support agencies.

### Aims and Values



## Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial, and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

## Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. This reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Ashley Park School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the **curriculum** for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

## The Curriculum – the current position

- The school's data system is available for all staff
- Advanced planning for students based on good information from the placing/funding Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- High quality ITEPs, wellbeing support plans and risk assessments
- Providing tiered intervention

- Developing outstanding learning and teaching across the school
- Progress reviews enable all pupils to discuss their learning
- Using internal data to measure the progress and achievement of all students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory /kinesthetic, etc.
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

## **Ask Accept Develop (AAD) and Trauma-Informed Practice- Strengthening compliance with the Equality Act**

Embedding the framework and (TIP) accreditation strengthens the school’s ability to evidence proactive compliance with the Equality Act 2010. Both frameworks ensure the school can demonstrate anticipatory reasonable adjustments, inclusive practice, and continual improvement.

- AAD supports compliance by requiring systematic assessment of autistic pupils’ sensory, communication, and environmental needs, ensuring tailored adjustments are identified, implemented, and evidenced.
- TIP complements this by embedding psychologically informed, relationship-based approaches that reduce barriers for pupils affected by trauma, supporting equality of opportunity for those with social, emotional, or mental health-related needs.

Both frameworks provide structured self-assessment, action planning, and external validation, creating an auditable trail that supports monitoring by leaders and governors. Their emphasis on whole-school professional development also demonstrates sustained commitment to staff competence and an inclusive culture.

TIP’s focus on relational safety and emotional regulation further strengthens the duty to foster good relations across the school community.

Together, AAD and TIP create a measurable, externally benchmarked approach that ensures accessible environments, inclusive pedagogy, and emotionally safe school cultures fully align with Equality Act expectations.

## Priorities for 2024 – 2025

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
  - To further develop sensory provision, including the development of a sensory garden
  - To further develop our inside provision for calm and quiet spaces
  - To continue to encourage students to participate in school council and pupil voice opportunities
  - To ensure that pupils, staff, and parents are consulted to ensure the development of the Accessibility Plan
  - Personal Emergency Evacuation Plans when required
  - Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
  - Provision of adapted and/or alternative work equipment and tools to meet individual's needs
  - To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly
  - To continually review and develop the curriculum
2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

## Physical Access – The Current Position

Our main building has stairs, with no current capacity for a lift. There are accessible classrooms downstairs in our other buildings including access to Food Tech and Science rooms.

## In summary the school property meets the following material requirements;

- Level car park – disabled space can be reserved upon request
- Level access from car park to entrance
- Level internal circulation space
- All clear door widths suitable for wheel-chair access
- Compliant toilet facilities
- All internal areas appropriately lit

## Priorities for 2023 – 2024

The forward plan will be developed in response to pupils, staff, and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to:

- Development of additional outdoor spaces to meet the demand from local authorities in regard to complex to ASD pupils
- Develop Therapy delivery spaces to meet the growing demands of the complex cohort of children including but not exclusive of the delivery of sensory integration programmes
- Personal Emergency Evacuation Plans when required
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly' and meet the needs identified in pupils EHCPs.
- To continually review new curriculum

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should not be read in isolation and other school policies should be considered; these

include (but not limited to):

- Curriculum Policy
- Health & Safety Policy
- School Behaviour Policy
- School Improvement Plan
- School Brochure

3. Improve the delivery of **written information** to students, staff, parents, and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### **Priorities for 2025 – 2026**

- Review of curriculum in particular for pupils with complex needs
- Review of therapeutic provision with incoming cohorts from Woodside Park as consideration
- Review of site developments (horticulture)
- Review of play areas to extend variety of outdoor spaced for primary cohort
- Review of outdoor spaces including creating Children's Flower Society Garden

### **Written information -The Current Position**

- Visual timetables are used in every class
- Visual timetables produced for individual pupils where required
- Class work is carefully differentiated to insure it is in line with pupil ability
- Behaviour Support Plans and Risk Assessments are in place for all students
- Newsletters to be completed weekly in a suitable format

The plan will be monitored through the Senior Leadership Meetings and Health and Safety Committee

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Document Type: Policy – Action Plan

Policy Owner: Baston House School SLT

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Last Review Date: NA

Next Review Date: Annually

## Curriculum Access Actions 2025/26 (Yearly Planner)

Action	Success Measures	Owner	Deadline	Progress
Review all curriculum areas for accessibility for pupils with complex needs	Updated schemes of work; evidence of adjusted planning	Assistant Head (Curriculum)	Ongoing-Review of planning	
Develop sensory garden and enhance indoor calming spaces	Sensory garden installed; pupil feedback recorded	Site Manager & Therapy Lead	October 2026	
Ensure all classrooms meet sensory-friendly, dyslexia-friendly and autism-friendly standards - AAD accreditation is currently at Gold standard-Maintain	Audit completed; 100% rooms meet criteria	SLT & Class Teachers	December 2025	
Increase pupil voice participation across school	Termly pupil council meetings held; actions logged	Assistant Head (Pupil Voice)	Ongoing (review July 2026)	

## Physical Environment Access Actions

Action	Success Measures	Owner	Deadline	
Develop outdoor spaces to meet needs of complex ASD cohort	New outdoor sensory/play zones opened -Enhancement CAPEX bids to support this	Site Manager	March 2027	
Create additional therapy spaces for sensory integration programs	New spaces operational and timetabled (Summer Schedule of Works to enable this)	Therapy Lead	September 2026	
Update and implement Personal Emergency Evacuation Plans (PEEPs)	PEEPs in place for 100% identified pupils	DSL & Site Manager	Ongoing	
Provide adapted furniture/equipment based on assessed needs	Procurement records; pupil comfort/safety audits	Occupational Therapy Team	Termly Review	

## Information Access Actions

Action	Success Measures	Owner	Deadline	
Review accessibility of all written communication	All letters/newsletters available in symbol-supported and plain-language formats	Office Manager	September 2026	
Improve signage across the school	All signs updated to high-contrast, dyslexia-friendly designs	Site Manager	November 2026	
Expand use of Widgit, symbols, and visual supports	All classes using consistent symbol sets	SENCo	July 2026	

**Monitoring and Evaluation Actions**

<b>Action</b>	<b>Success Measures</b>	<b>Owner</b>	<b>Deadline</b>
Termly review of action plan by SLT	Minutes confirm progress checks	SLT	Termly
Annual accessibility audit	Audit completed and presented to Governors	Regional Director & Headteacher	April 2026
Annual update of Equality Objectives	Objectives reviewed and published on website	SLT	July 2026

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This Action Plan will be monitored through SLT meetings, the Health & Safety Committee, and Governance to ensure progress is measurable and sustained.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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