

Accessibility Policy and Plan

More Than Ed | Independent School

Date: September 2026

Review Date: September 2028 (Accessibility Plan reviewed annually)

Plan Period: September 2026 to August 2029

Responsible Person: Jonathan Munding

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1. Rationale

The Equality Act 2010 places a legal obligation on schools, making it unlawful to discriminate against young people, staff and other stakeholders with a disability. This Act brings together several different equality laws, including the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act (DDA) 1995.

We are committed to providing a fully accessible environment which values and includes all young people, staff, parents and carers, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. As part of this provision, all staff will challenge negative attitudes about disability and accessibility and work together to develop a culture of awareness, tolerance and inclusion.

Our school aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. All students are welcomed, and leaders will ensure that the needs of every student are met. This may require a range of adjustments, which we will always endeavour to make.

Schedule 10 of the Equality Act 2010 requires the proprietor of an independent school to prepare, implement and keep under review a written accessibility plan. This document brings together the school's Accessibility Policy and its Accessibility Plan (section 8) so that our commitments and the actions that deliver them sit in one place.

2. Aims

The Accessibility Plan aims to ensure that we continue to work towards increasing the accessibility of provision for all young people, staff and visitors. Over the plan period, it sets out actions to:

- **Increase access to the curriculum** for students with a disability, expanding the curriculum as necessary to ensure that those with a disability are as equally prepared for life as their peers. This covers teaching and learning and the wider curriculum offered at the school, such as participation in on-site activities, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment which may assist students in accessing the curriculum.
- **Improve access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the premises and physical aids to access education, therapy and activities, so that disabled students can take better advantage of the education, benefits, facilities and services the school provides.
- **Improve the delivery of information** to students, staff, parents and carers, and visitors with disabilities. Examples include handouts, timetables, learning resources and information about the school. Information will be made available in preferred formats within a reasonable time, taking account of each student's disability and any preferences expressed by them or their parents and carers.

3. Definitions

Disability

The Equality Act 2010 defines a person as disabled if 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.

'Substantial' means more than minor or trivial. 'Long-term' means the effect has lasted, or is likely to last, at least 12 months. These definitions are also reflected in the Special Educational Needs and Disability (SEND) Code of Practice. The definition includes sensory impairments, such as those affecting sight or hearing, mental health conditions, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Not every student with special educational needs will meet the definition of disability, and not every disabled student will have special educational needs. Given the needs of our cohort, the school assumes that most students are likely to be covered by the Act and plans accordingly.

Reasonable adjustments

Schools are required to make reasonable adjustments for disabled students to avoid any substantial disadvantage they would otherwise face in comparison with students who are not disabled. This duty is anticipatory: we think ahead about what disabled students may need rather than waiting for a difficulty to arise. Reasonable adjustments can include, for example, changes to practices and procedures and the provision of auxiliary aids and services. The accessibility planning duty in section 8 is the route through which improvements to the physical environment are planned.

4. Our School Context

More Than Ed is an independent specialist day school for students aged 7 to 16 with social, emotional and mental health needs. Every student has an Education, Health and Care Plan (EHCP). Our context shapes how we approach accessibility:

- Students are taught on a 1:1 basis in their own room, with bespoke daily timetables, movement breaks and activity-led tasks built into the day.
- Our approach is relational and trauma-informed, grounded in PACE, Dyadic Developmental Practice (DDP) and the Trauma Recovery Model. The environment is designed to feel safe and calm, with warm colours and soft furnishings.
- Our multidisciplinary team includes an in-house psychotherapist and an in-house speech and language therapist, who advise on communication, sensory and emotional access to learning.
- School staff collect and drop off students each day, giving daily face-to-face contact with parents and carers.

Because of this, many of the adjustments that other schools would make on an individual basis are already part of our everyday provision. This plan focuses on maintaining that provision and continuing to improve it.

5. Roles and Responsibilities

The Proprietor

The Proprietor is the responsible body under the Equality Act 2010. The Proprietor will ensure that the Accessibility Plan is prepared, implemented and kept under review, and will have regard to the need to allocate adequate resources to implement it.

The Headteacher

The Headteacher will lead the implementation of the plan across the curriculum and the wider life of the school, ensure that staff understand their duties under the Equality Act 2010, and report on progress as part of the annual review.

The Responsible Person

The Responsible Person will maintain this document, coordinate the annual accessibility audit and review, keep the review record at Appendix A up to date, and make sure that completed actions and new actions are recorded.

The SENCO

The SENCO will make sure that each student's access needs are identified on admission and reviewed through the EHCP annual review process, and that the resources, equipment and access arrangements a student needs are in place.

All staff

All staff will make reasonable adjustments in their day-to-day practice, challenge negative attitudes about disability, and tell a senior leader promptly about any barrier to access they notice.

6. Consultation and Partnership Working

We have involved a range of stakeholders in developing this plan, including students, parents and carers, staff and visitors. Students are consulted in ways that suit their communication needs, and their views, and those of their parents and carers, are taken into account when deciding how information is provided to them.

The school will seek support from partner agencies to develop and implement the plan, including the local authority SEN team, social workers, Child and Adolescent Mental Health Services (CAMHS) and health professionals.

7. Staff Training

The school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability, the duty to make reasonable adjustments and the needs of the students they work with. This forms part of staff induction and is refreshed as part of the school's annual training programme. All staff are also trained in trauma-informed practice.

8. Accessibility Plan 2026 to 2029

This section sets out the school's Accessibility Plan for the period September 2026 to August 2029. For each of the three areas required by Schedule 10 of the Equality Act 2010, it describes current practice and the actions the school will take. Progress is reviewed annually and recorded at Appendix A.

8.1 Increasing access to the curriculum

Current practice

- A differentiated and bespoke curriculum is provided for every student, with individual timetables.
- Resources are tailored to each student and are reviewed constantly, with new resources made available for any student presenting with a new need.
- Progress is tracked for every student in line with their needs and starting point, including students with a disability.
- Targets take account of each student's EHCP outcomes and needs.
- 1:1 teaching, with advice from our in-house speech and language therapist and psychotherapist.

Action	Lead	Timescale	Success criteria
Review each student's resources, equipment and adjustments on admission, at every EHCP annual review, and whenever a new need is identified.	SENCO	On admission and at each annual review	Every student's resources and adjustments reflect their current EHCP and needs.
Track progress against starting points and EHCP outcomes, with senior leaders reviewing the progress of disabled students each term.	Headteacher	Termly, from autumn term 2026	All students make good progress from their starting points, regardless of their SEND.
Identify and put in place access arrangements for Functional Skills and AQA Unit Award assessments.	SENCO	Before each assessment window	No student is disadvantaged in assessment because of a disability.
Plan reasonable adjustments within the risk assessment for every off-site visit and enrichment activity.	Headteacher	Before each visit or activity	Disabled students take part in visits and activities alongside their peers.
Include the Equality Act 2010 and reasonable adjustments in staff induction and annual training.	Headteacher	Autumn term 2026, then annually	All staff can describe the adjustments in place for the students they work with.

8.2 Improving and maintaining access to the physical environment

Current practice

The environment is adapted to the needs of students and other stakeholders as required. This includes:

- Accessible toilets
- Extra-wide doors and wide corridors
- Accessible parking
- Ramps and level access
- Individual teaching rooms set up to suit each student
- Sensory equipment, including coloured overlays, ear defenders and sensory resources

Action	Lead	Timescale	Success criteria
Complete an accessibility audit of the premises, covering access routes, toilets, parking, signage, lighting, acoustics and the sensory environment.	Responsible Person	Autumn term 2026, then annually	Audit completed and any resulting actions added to this plan.
Set up each student's room to reflect their sensory profile, with advice from the therapy team.	SENCO	On admission and at each annual review	Every student's room supports their sensory and regulation needs.
Put in place a Personal Emergency Evacuation Plan (PEEP) for any student, member of staff or regular visitor who needs one, and practise it during fire drills.	Headteacher	As soon as a need is identified; reviewed annually	Everyone who needs a PEEP has one, and evacuation drills include them.
Check sensory and access equipment and replace or add to it as needed.	Business Manager	Termly	Equipment is available, in good condition and matched to current needs.
Build accessibility into the planning of any premises alteration or additional site from the design stage.	Proprietor	Whenever a premises change is planned	New or altered spaces are accessible from the day they open.

8.3 Improving the delivery of information

Current practice

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large-print resources
- Pictorial and symbol-supported information
- Daily face-to-face contact with parents and carers at collection and drop-off

Action	Lead	Timescale	Success criteria
Record each student's and parent or carer's preferred ways of receiving information on admission, and review these annually.	SENCO	On admission, then annually	Information is provided in each family's preferred format.
Provide school documents in alternative formats on request, such as large print, easy read, symbol-supported, translated or explained in person.	Business Manager	Within a reasonable time of the request, normally 10 school days	Requests are met within the timescale.
Review the school website against the Web Content Accessibility Guidelines (WCAG) 2.2 level AA, including colour contrast and text alternatives for images.	Business Manager	Spring term 2027	Website issues identified and a timetable for fixing them agreed.
Use consistent visual signage and symbols around the building, checked as part of the annual audit.	Responsible Person	Autumn term 2026, then annually	Signage is clear and consistent throughout the school.
Advise staff on communication-friendly resources and strategies.	Speech and Language Therapist	Ongoing; reviewed termly	Staff use consistent communication strategies that match each student's needs.

9. Publication and Availability

This document is published on the school website. Paper copies are available free of charge on request from the school office, and the plan will be made available for inspection at reasonable times if requested. It can also be provided in other formats, such as large print, on request.

10. Complaints

The school's Complaints Procedure covers this policy and the Accessibility Plan. Anyone with a concern relating to accessibility at the school should raise it using the process set out in the Complaints Procedure, which is available on the school website.

11. Reviewing and Monitoring

The Accessibility Plan will be reviewed and monitored annually, in the autumn term, and fully revised every three years. Each annual review will consider progress against the actions in section 8, the findings of the accessibility audit, and any changes in the needs of students, staff and visitors. Completed actions will be recorded and new actions added. The outcome of each review is recorded at Appendix A.

The policy sections of this document will be reviewed by September 2028, or sooner if legislation or guidance changes. A new three-year Accessibility Plan will be in place by September 2029.

12. Related Policies

This policy should be read alongside the school's other policies, including:

- Equality Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Health and Safety Policy
- Admissions Policy
- Curriculum Policy
- Behaviour and Relational Policy
- Educational Visits Policy
- Complaints Procedure
- Website Compliance Policy

13. Legislation and Guidance

In drawing up this policy and plan, the school has had regard to the following legislation and guidance:

- Equality Act 2010, including Schedule 10 (accessibility plans)
- Education (Independent School Standards) Regulations 2014
- Children and Families Act 2014 (Part 3: children and young people in England with special educational needs or disabilities)
- Special educational needs and disability code of practice: 0 to 25 years (2015)
- Department for Education, Equality Act 2010: advice for schools
- Equality Act 2010 guidance on matters to be taken into account in determining questions relating to the definition of disability

Appendix A: Accessibility Plan Review Record

The Responsible Person completes this record at each annual review of the Accessibility Plan.

Review date	Reviewed by	Summary of progress and changes	Next review
September 2026	Jonathan Munding	Policy and plan combined into a single document. New three-year plan (September 2026 to August 2029) adopted.	September 2027
September 2027			September 2028
September 2028			Full revision by September 2029