**Accessibility Policy for Illuminate You, Learning for Life Lodge**

**Policy Name**: Accessibility Policy  
**School Name**: Illuminate You, Learning for Life Lodge  
**Policy Date**: 09.11.2025  
**Policy Lead**: Headteacher  
**Approved by**: Committee

**1. Introduction**

At **Illuminate You, Learning for Life Lodge**, we are committed to providing an inclusive, accessible environment where all students, including those with disabilities or special educational needs (SEN), feel welcome and supported. This policy outlines our approach to ensuring physical, curricular, and informational accessibility, creating a learning environment that meets the needs of every student.

This policy complies with the **Independent School Standards**, including **Part 3: Welfare, Health, and Safety of Pupils** and **Part 5: Premises of and Accommodation at Schools**, as well as the **Equality Act 2010** and the **Special Educational Needs and Disability (SEND) Code of Practice 2015**. It is underpinned by our **T.R.I.B.E.** values—**Trust, Resilience, Independence, Belonging, and Excellence**—which emphasize inclusivity and support for all students.

**2. Aims of the Accessibility Policy**

The aims of this policy are to:

* Ensure that the school’s environment, curriculum, and information are accessible to all students, including those with disabilities or SEN.
* Comply with the **Independent School Standards** and relevant legislation, including the **Equality Act 2010**.
* Promote equal opportunities and inclusivity, ensuring all students have access to high-quality education.
* Identify and remove potential barriers to accessibility in the school environment, curriculum, and communication methods.
* Regularly monitor and review the effectiveness of accessibility arrangements.

**3. Legal Framework**

This policy is informed by the following legislation and statutory guidance:

1. [**The Education (Independent School Standards) Regulations 2014**](https://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3) (Part 3: Welfare, Health, and Safety of Pupils; Part 5: Premises of and Accommodation at Schools)
2. [**Equality Act 2010**](https://www.legislation.gov.uk/ukpga/2010/15/contents)
3. [**SEND Code of Practice 2015**](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
4. [**Children and Families Act 2014**](https://www.legislation.gov.uk/ukpga/2014/6/contents)

**4. Key Areas of Accessibility**

**4.1. Physical Accessibility**

**Objective**: To ensure that the school premises are safe, accessible, and comfortable for all students, staff, and visitors, including those with physical disabilities.

* **Accessible Entrances and Exits**: All main entrances and exits are wheelchair accessible, with ramps or lifts where necessary.
* **Facilities and Restrooms**: Accessible restroom facilities are available, equipped with appropriate supports and space for mobility aids.
* **Classroom and Layout Modifications**: Classrooms are arranged to allow easy movement and clear access for students with mobility needs. Desks, seating, and classroom equipment are adapted to accommodate individual requirements.
* **Emergency Evacuation Procedures**: Emergency evacuation plans include provisions for students and staff with physical disabilities. Staff receive training to support safe evacuation for all individuals in case of emergency.
* **Maintenance of Facilities**: Regular maintenance and inspections ensure that physical access points, ramps, lifts, and accessible restrooms are functional and meet safety standards.

**4.2. Curriculum Accessibility**

**Objective**: To provide a curriculum that is inclusive, adaptable, and accessible for students with diverse learning needs.

* **Differentiated Instruction**: Teachers use a variety of teaching methods and materials, adapting the curriculum to meet the needs of students with SEN and disabilities.
* **Individual Learning Plans (ILPs)**: Each student has an ILP, which includes specific learning objectives, accommodations, and strategies tailored to their unique needs. These plans are reviewed regularly to ensure ongoing support and adjustment.
* **Access to Specialist Support**: Students with disabilities or SEN have access to specialist support, such as learning aids, one-to-one assistance, or therapies (e.g., CBT, music therapy), based on their individual requirements.
* **Life Skills and Social Development**: In addition to academic learning, we emphasize life skills, social interaction, and emotional regulation as part of the curriculum, creating a well-rounded educational experience that meets each student’s developmental needs.

**4.3. Information Accessibility**

**Objective**: To ensure that information is accessible to all students, parents, carers, and staff, using clear, adaptable formats for communication.

* **Accessible Formats**: Key information is provided in accessible formats (e.g., large print, audio versions, or simplified language) for those with visual impairments, learning difficulties, or other needs.
* **Assistive Technology**: Where needed, students have access to assistive technology, such as screen readers, voice-to-text software, or adaptive devices, to support communication and information processing.
* **Alternative Communication Methods**: Teachers and staff use alternative communication methods, such as visual aids, symbols, or simplified instructions, to ensure understanding among students with communication needs.
* **Parent and Carer Communication**: We ensure that information shared with parents and carers, including reports, updates, and school events, is accessible. Alternative methods, such as in-person meetings or translated materials, are provided as needed.

**5. Roles and Responsibilities**

**5.1. Senior Leadership Team (SLT)**

The SLT is responsible for:

* Overseeing the implementation of the Accessibility Policy.
* Ensuring compliance with the **Independent School Standards** and legal requirements.
* Reviewing the accessibility plan regularly and making adjustments as needed.
* Providing resources and support for accessibility improvements.

**5.2. Staff**

All staff are responsible for:

* Implementing accessibility strategies within their classrooms and interactions with students.
* Adapting their teaching methods and materials to support the diverse needs of their students.
* Being proactive in identifying potential accessibility issues and reporting them to the SLT.

**5.3. Special Educational Needs Coordinator (SENCO)**

The SENCO is responsible for:

* Developing and monitoring Individual Learning Plans (ILPs) for students with disabilities or SEN.
* Coordinating specialist support and interventions for students with specific accessibility needs.
* Providing guidance and training to staff on accessibility and inclusion.

**5.4. Committee**

The committee is responsible for:

* Approving the Accessibility Policy and ensuring that it meets statutory requirements.
* Regularly reviewing the effectiveness of the policy and any accessibility improvements made within the school.

**6. Accessibility Planning**

**Illuminate You** maintains an **Accessibility Plan** which is reviewed annually by the Senior Leadership Team and the committee. The Accessibility Plan outlines:

* **Short-Term Actions**: Immediate changes or adaptations to improve accessibility, such as adjusting classroom layouts, providing learning aids, or communicating with parents in alternative formats.
* **Medium-Term Goals**: Projects or improvements to be completed within one to three years, such as increasing the availability of accessible resources or installing additional accessible facilities.
* **Long-Term Vision**: Strategic goals for maintaining and enhancing accessibility, including facility upgrades, expansion of specialist support, and investment in staff training.

**7. Monitoring and Review**

The effectiveness of this Accessibility Policy and the Accessibility Plan is monitored by:

* **Annual Review**: The SLT and Committee review the Accessibility Plan and policy annually to ensure compliance with legislation and that the school’s practices continue to meet the needs of the school community.
* **Feedback Mechanisms**: Students, parents, and staff are encouraged to provide feedback on accessibility issues and improvements. This input is taken into consideration when updating the policy or Accessibility Plan.
* **Training and Development**: Staff receive regular training to ensure they are aware of and skilled in implementing accessibility practices, with additional support for those working directly with students who have disabilities or SEN.

**8. Inclusion and Equality**

Our commitment to accessibility is part of a broader commitment to **equality and inclusion** in line with the **Equality Act 2010**. We aim to create an environment where every student has equal access to learning, support, and participation in school activities. Reasonable adjustments are made to remove barriers, ensuring that all students can engage fully in the educational opportunities provided.

**9. Communication of the Policy**

This Accessibility Policy is available to all members of the school community through:

* The school website.
* Copies available upon request from the school office.
* In alternative formats upon request, ensuring accessibility for all individuals.

**10. Conclusion**

At **Illuminate You, Learning for Life Lodge**, we are dedicated to creating a supportive and accessible learning environment for all students. Through this policy, we aim to continually improve our facilities, curriculum, and communication methods, ensuring that each student can access a high-quality education that meets their individual needs.

**Policy Approved by:**

| **Name** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Position** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Signatures**

| **Headteacher** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

This Accessibility Policy ensures that Illuminate You, Learning for Life Lodge provides an inclusive and accessible educational experience, meeting the needs of all students in line with the Independent School Standards and relevant legislation.