Accessibility Policy August 2025

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Author (name & role title)		Accessibility Policy Sandra Scott – Head Teacher	
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V3	1st Sept 2025	Sandra Scott	Revision due to change in HR Provider

Foundations for LIFE School is owned and operated by Omega Life Education Ltd part of the Omega Life Group.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. It should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding, and child protection.

All these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Foundations for LIFE School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the words "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not.

- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a stepparent, guardian or other relative.
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The term 'carer' is also used to include the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Mentor HR
- Compliance Health and Safety
- U-Check
- The Safeguarding Company (online CPD)
- Markel Care (Insurance)
- B11 Education Consultancy
- KCFM (Facilities Management)

Foundations for LIFE School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account and seek to contribute to safeguarding and promoting the welfare of children and young people at Foundations for LIFE School.

The policy documents of Foundations for LIFE School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although circulated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

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1. Foundations for LIFE School Mission

Our mission statement ***"To give our pupils the foundations for life to enable them to go on and to become successful and independent adults."***

- drives both our approach and our curriculum.
- Foundations for life school will have uncompromising aspirations for every individual. Foundations for LIFE School is a learning community where everyone will achieve their potential and beyond. Students will be nurtured and supported to achieve their very best and leave Foundations for life school equipped to face life's journey in the most positive way possible.
- Individual successes are celebrated, building confidence and a sense of worth as students and staff experience positive feedback and understand how to move forward in their learning.
- Foundations for life school will be outward looking, involving parents, and other stakeholders to broaden the impact of education on the lives of our children.

2. Aims and Purpose

- Schools are required under the Equality Act 2010 to have an accessibility plan.
- The purpose of the plan is to increase the extent to which disabled students can participate in the curriculum.
- The purpose of the plan is to improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided.
- The purpose of the plan is to improve the availability of accessible information to disabled students.
- 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.
- The plan will be made available online on the school website, and paper copies are available upon request.
- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

- The school supports any available partnerships to develop and implement the plan.
- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

3. Legislation and Guidance

- This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.
- Under the Special educational needs and disability code of practice: 0 to 25 years, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aid or adjustments to premises.

4. Learning Opportunities

- Wherever possible, in line with the school's Curriculum policy Foundations for life school will create learning opportunities that:
- Ensure accessibility for all students, to enable them to attain high standards and achieve success, by:
    - varying content, teaching and learning styles
    - utilising technology to support learning
    - communicating appropriately in a range of written and spoken languages and, where necessary communication systems
    - organising teaching groups appropriately
    - personalising learning appropriate to individual needs, strengths and difficulties and by making reasonable arrangements to overcome any barriers to learning or assessment that may affect individuals or groups.

- Include positive images and role models of diverse people and work to counteract stereotyping.
- To ensure that minority voices are amplified and promoted.
- Use opportunities within the curriculum, such as form time; assemblies, Personal, Health and Social Education (PSHE) and Relationship and Sex Education (RSE), Life Skills, English, History, Geography, Drama, BSL, MFL, Religion and discussions to explore and learn about equality issues, to encourage

learners to value and respect others, and to challenge inappropriate attitudes and behaviours.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives/	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Foundations for LIFE School is an independent special school that caters for students with EHCPs who have social, emotional and behavioural difficulties. Many pupils are on the Autism spectrum and other associated comorbidities such as ADHD, Dyslexia, Dyscalculia and severe anxiety amongst others. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students.	Foundations for LIFE School will continue to review the curriculum to meet the needs of new and current students. Foundations for LIFE School will continue to increase the staff's knowledge and understanding of specific needs such as dyslexia, dyspraxia, dyscalculia. Foundations for LIFE School will continue evaluating the provision of therapeutic interventions.	Foundations for LIFE School will continue to review the curriculum to make it more effective and to meet the needs of every child. Foundations for LIFE School will continue to strengthen the use of CPD by using Twilight Sessions & INSET days. Foundations for LIFE School will continue to conduct a comprehensive review of the therapeutic interventions.	SS, HW, VMc, SL,	June 2025	Pupils will be able to have greater access to a wider range of subjects that help the individual progress to their next steps. Staff will have a greater knowledge and understanding of Autism and supporting students. Pupils will be able to have greater access to a wider range of subjects that help the individual progress to their next steps.

	Targets are set effectively and are appropriate for pupils. The curriculum is reviewed and adapted to ensure it meets the needs of all students. Our school offers a differentiated curriculum and therapeutic interventions that include Speech and Language therapy, and Occupational Therapy and psychology assessments.					
Improve and maintain access to the physical environment	The building meets the needs of students as required. This includes being accessible. (i)Front door width (ii) Disabled toilet with space to change	Foundations for LIFE School and Omega Education will continue maintaining the building and outside area to meet the needs of the wider community that it serves	The Headteacher, will conduct a review to ascertain any adaptations the school can make and includes: Sensory stimulating activities such as sensory circuit in the morning. Sensory stimulating activities in some classrooms, therapy room, library and outside as appropriate.	SS, HW, VM	Within 3 years in line with the site development plan and future plans to develop a second ground level, one storey site suitable for practical activities such as woodwork, mechanics that will be accessible to all pupils.	Greater access for all pupils including pupils in wheelchairs.

6. Monitoring arrangements

This document will be reviewed each year in association with the school development plan.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives