



Accessibility Plan

2026–2029

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Signed:	
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Key Changes Made:	

1. Purpose of the Accessibility Plan

Everly East Academy is committed to ensuring that **all pupils, staff, parents, carers and visitors are able to access education, facilities and information equitably**, in accordance with the **Equality Act 2010**. The academy recognises its duty to anticipate need, remove barriers where reasonably practicable and promote inclusive practice across all aspects of school life.

Accessibility within the academy is understood as more than physical access alone. It encompasses **curriculum access, emotional safety, communication, regulation and dignity**, recognising that pupils must feel safe, understood and supported in order to engage meaningfully with learning.

This Accessibility Plan sets out how the academy will, over a **three-year period**, systematically and proactively:

- **Increase access to the curriculum for pupils with disabilities**, ensuring that learning is differentiated, flexible and responsive to individual needs and abilities
- **Improve access to the physical environment of the school**, making reasonable adjustments where required to ensure the site and facilities are safe, supportive and usable
- **Improve the delivery of information to pupils, parents and carers**, ensuring communication is clear, accessible and available in appropriate formats

The plan reflects the academy's **specialist nature as a provision for pupils with Social, Emotional and Mental Health (SEMH) needs**. Many pupils also present with co-occurring needs including autism, ADHD, communication differences, sensory integration difficulties and emotional regulation challenges. Accessibility planning therefore takes account of **academic, emotional and sensory needs**, as well as physical considerations.

This plan is intended to support compliance with statutory duties while also embedding accessibility into **everyday practice, strategic planning and pastoral systems**. It sits alongside the academy's SEND processes, School Focused Plan (SFP), EHCP monitoring and wider safeguarding and wellbeing frameworks, ensuring that inclusion is proactive, consistent and child-centred.

Through this Accessibility Plan, Everly East Academy seeks to ensure that **no pupil is disadvantaged by disability**, that barriers are addressed early, and that accessibility remains a core element of the school's ethos of **care, growth and aspiration**.

2. Legislative Context

This Accessibility Plan has been written with due regard to relevant **statutory legislation, regulatory guidance and inspection frameworks** that govern equality, inclusion and access within education. The academy recognises its legal duty to remove barriers to learning, make reasonable adjustments and promote equitable access for pupils with disabilities.

In particular, this plan is informed by the following:

- **The Equality Act 2010**

The Equality Act 2010 places a statutory duty on schools to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. The academy is committed to complying with its obligations to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between those who share a protected characteristic and those who do not

- **The SEND Code of Practice (2015)**

This plan reflects the principles of the SEND Code of Practice, which emphasises early identification of need, graduated response, co-production with families and a focus on outcomes. Accessibility planning is integrated with the academy's SEND systems, including EHCP monitoring and School Focused Plans (SFPs).

- **The Independent School Standards Regulations (2014)**

This Accessibility Plan supports compliance with the Independent School Standards, particularly:

- **Part 1 – Quality of Education**, ensuring the curriculum is accessible, differentiated and suitable for pupils with disabilities
- **Part 4 – Suitability of Premises and Accommodation**, ensuring the physical environment is safe, appropriate and responsive to pupils' needs
- **Part 6 – Provision of Information**, ensuring information is provided to parents and carers in an accessible and understandable format

- **Ofsted's Education Inspection Framework**

The plan aligns with Ofsted's expectations around inclusion, safeguarding, personal development and leadership. Inspectors are required to consider how effectively schools identify need, remove barriers to learning and support pupils with additional needs to access education.

Definition of Disability

For the purposes of this plan, **disability** is defined in accordance with the Equality Act 2010 as:

A physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.

This definition includes, but is not limited to, pupils with mental health needs, neurodevelopmental conditions, communication difficulties and sensory processing differences, where these have a significant and ongoing impact on daily functioning and access to education.

Commitment to Compliance

Everly East Academy recognises that legal compliance alone is not sufficient. Accessibility planning at the academy seeks to go beyond minimum requirements by embedding inclusive practice within **strategic leadership, curriculum planning, pastoral systems and partnership working**.

This legislative context underpins the academy's approach to accessibility as **anticipatory, relational and responsive**, ensuring that pupils are supported to access education safely, confidently and with dignity.

3. Academy Context and Ethos

Everly East Academy is a **specialist independent school** providing education for pupils whose needs cannot be met effectively within mainstream settings. The academy's provision is specifically designed to support pupils with **Social, Emotional and Mental Health (SEMH) needs**, many of whom also have co-occurring needs such as **Autistic Spectrum Disorder (ASD)** and **Attention Deficit Hyperactivity Disorder (ADHD)**. These needs often impact emotional regulation, communication, sensory processing, engagement with learning and access to traditional educational structures.

Within this context, accessibility at Everly East Academy is understood as **multi-dimensional**. The academy recognises that barriers to learning are not limited to physical access and that pupils must feel emotionally safe, understood and supported in order to engage meaningfully with education. Accessibility therefore extends beyond the physical environment to include:

- **Emotional and psychological accessibility**
Ensuring pupils experience emotional safety, predictability and relational trust. Practices are trauma-informed and attachment-aware, supporting regulation, reducing anxiety and enabling pupils to engage with learning at a pace appropriate to their needs.

- **Curriculum flexibility and personalisation**
Providing a differentiated, needs-led curriculum with multiple pathways, allowing pupils with SEMH, ASD and ADHD to access learning through appropriate levels of challenge, structure and support. Progression is developmental rather than age-driven.
- **Language, communication and information accessibility**
Recognising that pupils may have communication differences or processing challenges. Language is adapted, visual supports are used, instructions are broken into manageable steps, and information is presented in clear, accessible formats.
- **Dignity, safety and belonging**
Creating an environment in which pupils feel valued, respected and included. Accessibility planning prioritises preserving dignity, avoiding unnecessary labelling and ensuring pupils experience a genuine sense of belonging within the school community.

Accessibility is not viewed as a separate or isolated consideration, but is **embedded across all aspects of school practice**. It is integral to:

- Curriculum design and delivery
- Assessment, recording and reporting systems
- Behaviour and relationship practice
- Pastoral support and regulation strategies
- Risk assessment and safeguarding
- The **School Focused Plan (SFP)**, which brings together EHCP outcomes, curriculum access, pastoral insight and family partnership into a holistic support framework

By embedding accessibility within everyday practice and strategic planning, Everly East Academy ensures that pupils with SEMH, ASD and ADHD are supported through **anticipatory, responsive and relational approaches**, rather than reactive adjustments alone.

This ethos reflects the academy's commitment to **care, growth and aspiration**, ensuring that pupils are supported not only to access education, but to develop confidence, independence and a positive identity as learners.

4. Aims

The Accessibility Plan aims to ensure that Everly East Academy systematically promotes inclusive practice and removes barriers to learning through **anticipatory, responsive and equitable approaches**. The academy recognises that accessibility is essential to safeguarding

pupils' entitlement to education and supporting their wellbeing, progress and long-term outcomes.

In particular, the Accessibility Plan aims to:

- **Anticipate and remove barriers to learning wherever possible**
The academy seeks to identify potential barriers proactively, rather than responding only once difficulties arise. This includes academic, emotional, sensory, communicative and environmental barriers that may prevent pupils from fully accessing education or engaging safely in learning.
- **Ensure pupils with disabilities can access a broad, balanced and suitable curriculum**
The academy is committed to providing an ambitious curriculum that is flexible and personalised, enabling pupils with SEMH, ASD and ADHD to access learning at appropriate levels and through appropriate pathways. Curriculum access is developmental rather than age-driven and reflects pupils' individual strengths, needs and readiness.
- **Promote emotional safety and regulation as a prerequisite for learning**
The academy recognises that learning can only take place where pupils feel emotionally safe and regulated. Accessibility planning therefore prioritises trauma-informed, attachment-aware practice, predictable routines and relational support to reduce anxiety and enable engagement.
- **Ensure reasonable adjustments are made responsively and proportionately**
The academy is committed to meeting its duty to make reasonable adjustments under the Equality Act 2010. Adjustments are tailored to individual need, proportionate to impact and reviewed regularly to ensure they remain effective and appropriate.
- **Strengthen partnership working with parents, carers and professionals**
Accessibility is most effective where it is co-produced. The academy works closely with families, external professionals and agencies to ensure that adjustments, support strategies and planning reflect shared understanding and collective expertise.

Through these aims, Everly East Academy seeks to ensure that accessibility is embedded within **strategic planning and everyday practice**, supporting pupils to engage confidently with education, develop independence and achieve positive outcomes within a supportive, inclusive environment.

5. Three-Year Accessibility Action Plan

A. Increasing Access to the Curriculum

Priority	Planned Action	Timescale	Responsible Person(s)
Equitable curriculum access	Deliver a differentiated, trauma-informed and relationship-led curriculum designed specifically for pupils with SEMH, ASD and ADHD. Curriculum pathways will be flexible, developmental and needs-led, allowing pupils to access learning at appropriate cognitive, emotional and functional levels, regardless of age-based expectations.	Ongoing	Headteacher / Curriculum Leads
Multiple curriculum pathways	Maintain and review multiple curriculum pathways (academic, functional, vocational, therapeutic-informed) to ensure pupils experience meaningful success and progression. Pathways are reviewed regularly and adjusted based on emotional readiness, engagement and progress.	Ongoing	SLT
Assessment accessibility	Use Evidence for Learning (EfL) or an equivalent MIS to capture learning through observation, dialogue, practical application and reflection, ensuring pupils are not disadvantaged by reliance on written assessment alone.	Ongoing	SLT / Teaching Staff
Personalisation and planning	Embed the School Focused Plan (SFP) as the central mechanism for aligning EHCP outcomes, curriculum access, therapeutic strategies and pastoral support. The SFP will guide daily teaching practice and curriculum adjustment and be reviewed at least termly, or sooner as needed.	Ongoing	SLT / Pastoral Team
Emotional and sensory accessibility	Ensure curriculum delivery prioritises emotional safety, regulation and predictability through structured routines, low-arousal environments, sensory-aware practice and relationship-based teaching	Ongoing	Teaching & Pastoral Staff

	approaches. Emotional regulation is recognised as a prerequisite for learning.		
Communication & processing support	Adapt language, instructions and learning materials to support pupils with communication differences, processing delays or cognitive overload. This includes use of visuals, chunking, modelling and repetition, in line with ASD-affirming practice.	Ongoing	Teaching Staff
Pupil voice and engagement	Actively incorporate pupil voice into curriculum planning, review and reflection through structured opportunities linked to SFP reviews, fostering ownership, motivation and self-advocacy skills.	Ongoing	Teaching Staff / Pastoral Team
Staff expertise and consistency	Deliver regular CPD focused on SEMH, ASD, ADHD, trauma-informed practice and accessibility , ensuring staff maintain shared expectations, consistent approaches and reflective practice across the curriculum.	Annually (minimum)	SLT
Monitoring curriculum impact	Monitor curriculum accessibility and impact through work scrutiny, learning walks, pupil voice, SFP review outcomes and progress evidence, ensuring continuous improvement and responsiveness to cohort need.	Termly	SLT

B. Improving the Physical Environment

Priority	Planned Action	Timescale	Responsible Person(s)
Emotionally safe learning spaces	Maintain calm, predictable and low-stimulus learning environments , designed to reduce anxiety and sensory overload for pupils with SEMH, ASD and	Ongoing	Site Lead / SLT

	ADHD. Classrooms and communal spaces will reflect consistency, order and emotional safety.		
Purposeful break-out and regulation areas	Provide structured break-out spaces and designated regulation areas that allow pupils to access support, movement or calm when emotional regulation or sensory needs require it. These spaces are proactively used as part of learning, not as sanctions.	Ongoing	Pastoral Team
Reasonable physical adjustments	Implement individualised reasonable adjustments to the physical environment in response to pupil need, including seating, layout, access arrangements or sensory supports. Adjustments are reviewed regularly through the SFP process.	As required	SLT
Sensory-aware environments	Ensure availability of sensory regulation resources , such as soft furnishings, low-arousal lighting, tactile supports and noise management strategies, enabling pupils to self-regulate and re-engage with learning safely.	Ongoing	Pastoral Team
Accessible and trauma-informed transitions	Support pupils during physical movement around the site through visual routes, clear routines and staff presence, recognising transitions as a key point of vulnerability for SEMH learners.	Ongoing	All Staff
Individual risk assessment and planning	Ensure individual risk assessments consider physical mobility, sensory sensitivity, emotional regulation, fatigue and anxiety, and are reviewed frequently to reflect changes in pupil presentation or need.	Ongoing	SLT
Health, safety and dignity	Maintain premises that support pupils' dignity, privacy and emotional security,	Ongoing	SLT / Site Lead

	ensuring spaces are safe, supervised and suitable for vulnerable learners.		
Forward premises planning	Undertake an annual review of the physical environment to identify potential accessibility improvements, anticipate future cohort needs and ensure compliance with Independent School Standards.	Annually	Proprietor
Responsive site development	Where cohort needs evolve, adapt physical environments flexibly and proportionately, ensuring that accessibility planning remains responsive rather than static.	As required	

C. Improving Access to Information

Priority	Planned Action	Timescale	Responsible Person(s)
Clarity of communication	Ensure all written communication with pupils, parents and carers is clear, concise and jargon-free , using accessible language that avoids unnecessary technical or statutory terminology unless it is explained.	Ongoing	Admin Team / SLT
Accessible formats	Provide information in alternative formats where required, including verbal explanation, visual summaries, simplified written formats or digital communication, recognising communication differences associated with SEMH, ASD and ADHD.	As needed	All Staff
Responsive communication	Adapt communication methods to individual family preferences and needs, ensuring that information is meaningful, timely and understood rather than simply issued.	Ongoing	All Staff
Family engagement through SFP	Use the School Focused Plan (SFP) as the primary communication tool to explain pupil progress, provision, emotional wellbeing and next steps. The SFP supports shared	Ongoing	SLT / Pastoral Team

	understanding and co-production with families and external professionals.		
Regular review and dialogue	Ensure communication is ongoing and two-way , with opportunities for families to raise concerns, ask questions or request reviews outside of formal reporting cycles.	Ongoing	SLT / Pastoral Team
Predictability and consistency	Maintain consistent communication routines and clear points of contact, supporting families who may experience anxiety or difficulty navigating complex systems.	Ongoing	Admin / SLT
Pupil accessibility of information	Support pupils to understand information relating to their learning, progress and support using developmentally appropriate language, visuals and discussion, promoting self-advocacy and understanding.	Ongoing	Teaching Staff
Transparency with professionals	Share relevant information with external professionals and agencies in clear, accessible formats to support joined-up working and consistency of provision.	As required	SLT
Monitoring effectiveness	Review communication effectiveness through feedback from pupils, families and professionals, using this to refine practice and ensure information remains accessible and meaningful.	Termly	SLT

6. Monitoring and Review

Everly East Academy is committed to ensuring that this Accessibility Plan remains **effective, responsive and reflective of the needs of its pupils and community**. Monitoring and review processes are embedded within the academy's wider quality assurance, safeguarding and SEND systems to ensure accessibility is not treated as a standalone document, but as a **living aspect of school practice**.

The effectiveness of this Accessibility Plan is monitored through a combination of strategic oversight and day-to-day practice, including:

- **Senior Leadership Team (SLT) review**

The SLT holds overall responsibility for monitoring the implementation and effectiveness of accessibility arrangements. Leadership review identifies emerging barriers, evaluates the impact of adjustments and ensures accessibility remains prioritised within strategic planning.

- **School Focused Plan (SFP) meetings**

Accessibility is reviewed regularly through the **School Focused Plan (SFP)** process, which brings together curriculum access, emotional wellbeing, EHCP outcomes and pastoral insight. SFP reviews take place at least termly and provide qualitative evidence of how effectively pupils are accessing learning and provision.

- **EHCP monitoring and review**

Statutory EHCP review processes contribute to the ongoing evaluation of accessibility. Evidence from assessment, observation and lived experience informs whether current arrangements remain appropriate and effective.

- **Quality assurance processes**

Accessibility is reviewed through learning walks, work scrutiny, assessment monitoring and audits of EFL or the school's MIS. These processes allow leaders to evaluate how inclusive practice is embedded consistently across the curriculum and site.

- **Feedback from pupils, parents/carers and external professionals**

The academy actively seeks and values feedback from stakeholders, recognising that lived experience is central to understanding accessibility. Feedback informs both immediate adjustments and longer-term strategic planning.

- **Annual premises and risk assessments**

The physical environment is reviewed through scheduled premises checks and risk assessments, ensuring that spaces remain safe, suitable and responsive to the sensory, emotional and mobility needs of the cohort.

Review of the Plan

This Accessibility Plan is formally **reviewed on an annual basis** and updated where necessary to ensure it remains current, relevant and compliant.

An earlier review will be undertaken if:

- **The profile of the cohort changes**, including an increase in complexity of need or emerging accessibility requirements
- **Significant premises adaptations or environmental adjustments are required**
- **National legislation, statutory guidance or inspection frameworks change**, including updates to the Equality Act, SEND Code of Practice or Independent School Standards

The review process ensures that accessibility planning evolves alongside the academy, reflecting changes in pupil need, provision and statutory expectations.

Through robust monitoring and regular review, Everly East Academy ensures that accessibility remains **anticipatory, accountable and embedded**, supporting pupils with SEMH, ASD and ADHD to access education safely, confidently and with dignity.

7. Linked Policies

This Accessibility Plan should be read alongside:

- SEND Policy
- Behaviour and Relationships Management Policy
- Health and Safety Policy
- Assessment, Recording and Reporting Policy
- Premises Plan

8. Statement of Commitment

Everly East Academy is firmly committed to ensuring that accessibility is **proactive, relational and embedded into everyday practice**, rather than treated as an isolated or reactive adjustment. The academy recognises that accessibility is fundamental to safeguarding pupils' entitlement to education and supporting their wellbeing, progress and long-term outcomes.

We recognise that pupils can only engage successfully with learning and achieve academically when they feel **safe, understood, valued and included**. For pupils with Social, Emotional and Mental Health (SEMH) needs, and those with co-occurring conditions such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), barriers to learning are often emotional, sensory or relational as well as physical. Accessibility planning therefore prioritises emotional safety, predictability, communication and dignity alongside curriculum access and physical environment considerations.

Through **thoughtful planning, reflective leadership and trauma-informed practice**, Everly East Academy is committed to anticipating need, removing barriers wherever possible and making reasonable adjustments in a timely and proportionate way. Accessibility is embedded within curriculum design, pastoral systems, assessment practice, behaviour and relationship approaches and the School Focused Plan (SFP), ensuring a consistent and child-centred approach.

Strong and respectful **partnerships with parents, carers and external professionals** are central to this commitment. The academy values co-production and open communication, recognising that accessibility is most effective when it is informed by shared understanding and lived experience.

Through this Accessibility Plan, Everly East Academy commits to continual reflection and improvement, ensuring that the academy environment—both physical and relational—supports **equity, inclusion and aspiration**. We aim to create a school community in which all pupils are able to access education with confidence and dignity, and are supported to develop independence, resilience and belief in their own potential.