



Esland North Limited - Exec

ED00020 - Accessibility Policy

Introduction

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.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Esland Online School aims to provide a fully accessible curriculum for all of its students. The majority of students at Esland Online School may have some form of disability relating to learning, emotional or behavioural difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Esland Online School, allowing us to provide access to a wide academic, social and personal curriculum.

We aim to increase physical and cognitive access to all areas of schooling.

As an online school, Esland Online School recognises that accessibility extends beyond physical environments to include digital learning environments, online communication, learning platforms and educational resources. We are committed to ensuring that all pupils can access, engage with and succeed within our virtual learning environment through reasonable adjustments, assistive technology and accessible teaching approaches.

Accessibility needs are identified through admissions, EHCP reviews, professional reports, annual reviews and ongoing assessment of pupils' needs.

The school has set the following priorities-

- to continually develop an active, inclusive approach to curriculum delivery.
- to increase the quality of the teaching and learning giving our students the best chance of success after school.

Information gathered during initial assessments we will formulate an Individual Education Programme. We therefore have an effective system of knowing the student's abilities and limitations and addressing them through a specialised curriculum. Each student will have their progress and needs reviewed regularly from an education, therapy and a residential care perspective.

This information will be collaborated and developed into a package which best suits the individual's needs. We have a high level of staff to student ratio which may include enhanced support to meet the needs of the individual student and their physical or cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Esland Online School will be identified and addressed as a priority.

Esland Online School has a commitment and will take responsibility for any reasonable physical changes to the school environment that may be needed upon the referral and admission of a student with a physical disability.

This 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. 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.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	Timescale	Success criteria
Increase access to the curriculum for students with a disability	We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Our school offers a differentiated curriculum for all students. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. Lessons delivered through accessible online platforms. Use of visual supports, structured lesson materials and differentiated resources. Recorded lessons available where appropriate. Individualised adjustments informed by EHCPs and support plans. Use of assistive	Curriculum is reviewed to ensure delivery of formal and informal educational opportunities. Informal opportunities may include off-site activities. Ensuring students make good progress towards outcomes as highlighted in EHCPs.	Review of Curriculum by SENDCO. Policy to allow access to curriculum for all students.	Head Teacher	When required due to referral of need.	Suitable curriculum in place that doesn't exclude students with disabilities and in line with current students' needs

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
	technology where identified.					
Improve accessibility of digital learning environments	Online learning platforms used across the school	Ensure all pupils can access digital learning materials and online teaching	Annual audit of learning platforms and resources; staff training on accessible content creation; review assistive technology requirements	Headteacher/SEND Co	Annual review	Pupils can access learning materials through appropriate adjustments and support
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	Staff training. All staff to be aware of specific student communication needs. Half-term audits of communication methods across the environment.	Environment audit to take place Autumn Term, assisted by Head of Estates & H&S	H&S Co-ordinator / Head of Estates & H&S	Reviewed each term	Staff are aware of individual needs of students
<i>Not stated in source</i>	Use of colour documentation (where applicable). Pictorial or symbolic representations. Use of ICT: SALT intervention, OT intervention, captioned video content where appropriate, accessible PowerPoint templates, read-aloud and text-to-speech tools, simplified language versions of key documents, visual timetables and symbol-supported materials, translation support for families where required.	Signage to be monitored	<i>Not stated in source</i>	<i>Not stated in source</i>	<i>Not stated in source</i>	<i>Not stated in source</i>
Parents and carers can access information	Information available on website in addition to written form	Website review	Accessibility review of website content. Alternative formats available on request. Use of	COO/Headteacher	Ongoing review	Updated and informative website

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
n in a range of formats appropriate to their needs			translation tools and interpreted meetings where required.			
If the needs of the employee change during the period of employment, Esland will make all reasonable adjustments to keep the employee in employment	Compliance with policies and procedure	To support staff in line with policies and procedures	Possible actions: meeting with Line Manager to discuss needs of employee; take reasonable steps to adjust working environment to support these needs	Headteacher/HR Business Partner/	Requires on-going review	Where possible, employee will remain in employment

Links with other policies

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

- Risk assessment policy.
- Health and safety policy.
- Equality information and objectives (public sector equality duty) statement for publication.
- Special educational needs (SEN) information report.
- SEND policy.

Appendix 1: Access to School Head Office

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)

Corridor access	Ground floor.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Lifts	Used by staff to access different levels of the building.	Ensure lifts are used appropriately and safely, maintain access and free of clutter so that the space is free of hazards	All staff	In place (ongoing)
Entrances	Gated entrance to the car park and security access to main reception entrance.	Regular review of accessibility. Any additional supports are checked during the initial booking process for any visitor.	H&S Co-Ordinator	In place
Toilets	Male, Female and visitor toilets are appropriately identified.	Ensure that external personnel have sufficiently cleaned areas to comply with health and safety standards	All staff	In place
Internal signage	Signs in place	NA	H&S Co-Ordinator	H&S Audit completed
Emergency escape routes	Fire Evacuation Plan in place	Weekly testing of systems	H&S Co-Ordinator	Weekly (ongoing) H&S

Signs posted around building Exit routes External Fire Escape	Annual fire drill
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Appendix 2: Accessibility Plan (2026 -2029)

Area 1: Increasing Access to the Curriculum

Objective	Actions	Lead	Time scale	Success Criteria
Ensure all pupils can access the online curriculum regardless of disability or additional need.	Review curriculum resources and online teaching approaches annually. Ensure reasonable adjustments identified through EHCPs, admissions information and school assessments are implemented consistently.	Headteacher / SENDCO	Annual review	Pupils can access and engage with learning through appropriate personalised support.
Improve accessibility of curriculum materials.	Continue to develop the use of differentiated resources, visual supports, symbol-supported materials, recorded content and assistive technology.	Teaching Staff / SENDCO	Ongoing	Learning materials are accessible and reflect individual pupil needs.
Develop staff expertise in inclusive online education.	Provide ongoing CPD relating to SEND, autism, SEMH, accessibility and assistive technology.	Headteacher	Annual programme	Staff demonstrate confidence in delivering accessible online learning.

Area 2: Improving Access to Information

Objective	Actions	Lead	Time scale	Success Criteria
Ensure information is accessible to pupils and families.	Provide information in alternative formats where required, including large print, simplified language, visual formats and translated materials where reasonably practicable.	Headteacher / Administration Team	As required	Pupils and families can access information in appropriate formats.
Improve digital accessibility.	Review accessibility of website content, learning resources and communication systems annually.	Headteacher / COO	Annual review	Online information remains accessible and compliant with accessibility expectations.
Strengthen communication arrangements.	Use accessible language and adapt communication methods according to individual needs and preferences.	All Staff	Ongoing	Pupils and families report that communication is clear and accessible.

Area 3: Improving Access to the Physical Environment

Although Esland Online School primarily delivers education remotely, the school recognises its responsibility to consider accessibility within any premises used for meetings, assessments, reviews or school activities.

Objective	Actions	Lead	Time scale	Success Criteria
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Ensure accessibility of school premises used by pupils, families and visitors.	Review accessibility arrangements within Head Office and any venues used for school activities. Consider accessibility needs when planning meetings and events.	Headteacher / Health & Safety Lead	Annual review	Premises remain accessible and reasonable adjustments are implemented where required.
Ensure accessibility needs are considered during admissions and transition.	Identify physical accessibility requirements through admissions, EHCP reviews and transition planning processes.	Headteacher / SENDCo	Ongoing	Access arrangements are in place before participation in school activities.

Monitor and Review

Progress against this Accessibility Plan will be reviewed annually by the Headteacher and governors as part of the school's quality assurance and self-evaluation processes. The plan will be updated in response to emerging needs, organisational changes and developments in technology and accessibility practice.