



THE Lodge AP

— At Sandbach House —

Accessibility Plan 2025-2026

Policy Written/Reviewed by	Dave Evans
Date of Review	January 2025
Date of Next Review	January 2026

1. Aims

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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Lodge aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. The Lodge is also committed to ensuring staff understand equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, please use the process set out in this procedure for raising concerns.

2. 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 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 disabled pupil faces in comparison with non-disabled pupils.

3. Accessibility in The Lodge

Confidentiality:

The Lodge recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents and child's right to confidentiality.

Improving Access:

It is our intention to remove, as far as possible, those barriers which present challenges to school life for students and staff within the following broad categories of need:

- Physical access to the learning environment.
- Access to published information/ lessons/learning/school.
- Access to the curriculum.

Detailed arrangements for any pupil or member of staff who has a disability will be discussed in full prior to their first day to ensure that any necessary adjustments are in place.

Accessibility of The Lodge Curriculum

Objective	Action	Timescale	Responsibility	Success Criteria	Review
When required students and staff will have access to information technology appropriate to their individual needs	Each student be provided with a computer or tablet. Appropriate software will be provided. Students will be helped to select appropriate accessibility settings on their computer / tablet. Appropriate peripheral hardware will be provided. Staff will routinely use technology to support the delivery of the curriculum.	Ongoing	Headteacher	All age groups will routinely use technology without hindrance or frustration	Ongoing
Each student's SEND provision will be implemented effectively and consistently	Staff will have a good understanding of each student's SEND provision through regular staff meetings, interaction with therapists, effective information handover procedures and acting on feedback from parents and students Any matters arising which cause anxiety or otherwise present an obstacle to students will be addressed promptly Any support which has been agreed for a student will be implemented reliably	Ongoing	Headteacher/ SENDCo Parents/ Carers	All staff can clearly discuss the needs of every student and apply this knowledge at all times. Students make good progress and feel able to attend school Student and parent feedback is positive	Each student's SEND provision is reviewed annually in line with EHCP Annual Reviews. Students and parents are full participants in Annual Reviews Issues are highlighted in a daily staff debrief and appropriate action is taken.
Students' identified areas of need are reflected in lesson planning and delivery	Staff receive regular training and updated resources with assistance from an on-site therapy team. Curriculum planning meetings. Provision of resources to support learning	Ongoing	Headteacher	Students are able to fully access learning appropriate to their needs in every lesson. Students make good progress and feel able to attend school and engage in all lessons	Successes and arising issues are highlighted in a daily staff debrief and appropriate action is taken
All students will be able to participate in off-site activities	Activities and location to be accessible to our students – this will be checked through appropriate research in advance of the visit. All aspects of the trip will be carefully planned and communicated as necessary to students and parents in advance to minimise anxiety and allow their input. Appropriate transport arrangements are made.	Ongoing	Headteacher Educational Visits Coordinator	All students able to participate in school activities & visits	Any issues are raised after each visit and a wider review is conducted as part of the planning each half-term.

	The staffing ratio will be planned in order to meet the needs of all students				
All students will be able to take part in appropriate physical exercise	We will offer a variety of physical activities and make use of external facilities to ensure all students can participate Any requirement for students to wear appropriate clothing will be planned in light of students' needs. The staffing ratio will be planned in order to meet the needs of all students	Ongoing	Headteacher / Balanced Active & Healthy Lifestyle Coordinator	All students able to participate in physical activity.	Termly on a whole setting level and at annual review for individual students.

Accessibility of The Lodge Physical Environment					
Objective	Action	Timescale	Responsibility	Success Criteria	Review
People with diverse needs will be able to access all unique facilities in the school buildings	Corridor widths, door openings and furniture configuration are planned to enable wheelchair access to all unique facilities, which will be situated on the ground floor where feasible. Accessible toilets are available All rooms and transition spaces are SPOTSS compliant (Sensory Processing Occupational Therapy Support Service.) Lighting, furniture and decor are planned to retain a home-from-home feel, reduce sensory input, and minimise anxiety. Changes to physical environment are planned carefully	Ongoing	Headteacher SENDCo	Students, staff and visitors are able to access all unique facilities as appropriate	Termly
Classrooms are organised in a way which meets the needs of our students and any agreed reasonable adjustments for staff	Classroom layouts are planned in accordance with student needs. Any changes are planned carefully and communicated to students in advance where possible. A variety of options is provided for seating and workspaces, including options for students to work outside or in other internal areas where needed. Appropriate resources are made available in the classroom and are accessible to students at the point of need	Ongoing	Headteacher SENDCo	Students feel fully included and able to access all activities	Termly
Outdoor space and facilities will be accessible to staff and students with diverse needs	Pathways will be maintained to provide wheelchair-friendly access to outdoor space. Outdoor activities will take place in a location which is accessible to all relevant students	Ongoing	Headteacher SENDCo	All students and staff can access all activities and resources on offer	Termly
Accessible changing	An accessible shower room is available to all students at The Lodge.	Ongoing	Headteacher SENDCo	All students have appropriate	Annual

facilities will be available	Offsite visit providers are vetted to ensure they have appropriate changing facilities where required.		Educational Visits Coordinator	access to showers and changing facilities	
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Accessibility of The Lodge Information					
Objective	Action	Timescale	Responsibility	Success Criteria	Review
All information will be provided to students, parents, staff, and visitors in a format which is accessible to them.	Most information will be available in electronic format (eg email or text message) so that users can take advantage of changing the font size or colour and using screen readers Students will ordinarily be permitted to use their school laptop / notebook at home and information for parents can be available on this where parents lack access to technology. Information will be available in hard copy where appropriate, including whenever a user has a disability which means that they cannot access technology. Plain English will be used wherever practical. Strategies such as information chunking and written versions of verbal and visual information will be used as necessary Staff will communicate information verbally where the written word is inaccessible Where information is potentially complex or in large quantities, for example at Annual EHCP Reviews, it will be provided in advance to ensure users can access it effectively. Users will be given sufficient time to access, process, and respond to information	Ongoing	Headteacher Operational DSL & Head Administrator	All people will be able to access information effectively Feedback from students and parents	Termly

4. Monitoring Arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.