



# Linden Lodge School

Provider of specialist education since 1903

Title:	School Accessibility Plan		
Type:	POLICY		
Review Cycle Frequency:	3 years		
Lead Staff:	Co-Headteachers		
Support:			
VERSION CONTROL:			
Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	April 2021
2	Policy update	Office	Autumn 2022
3	Policy update	Office	Summer 2026
LINKED INTERNAL DOCUMENTS:			
Safeguarding Policy Health and safety policy Equality information and objectives (public sector equality duty) statement for publication Special educational needs (SEN) information report Supporting pupils with medical conditions policy Risk assessments			
LINKED EXTERNAL DOCUMENTS:			
Equality Act 2010 Keeping Children Safe in Education (KCSIE 2025) Ofsted Education Inspection Framework Special Educational Needs and Disability (SEND) Code of Practice			

### Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact

[co-heads@lindenlodge.org.uk](mailto:co-heads@lindenlodge.org.uk)

### Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

## **School Accessibility Plan (2026–2029)**

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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

We believe that our core purpose is enabling pupils with sensory impairments to access, engage and achieve. Integral to enabling our pupils to achieve their educational potential is our continual improvement of the curriculum, resources and built facilities we provide.

Our school is 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors and trustees of the school.

## **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 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.

This policy complies with our funding agreement and articles of association.

## **2. Alignment with Statutory Guidance**

This plan aligns with:

- Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2025)
- Ofsted Education Inspection Framework

It ensures that safeguarding, inclusion, and equality are embedded across all areas.

### 3. Action Plan (2026–2029)

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

Area	Action	Timeline	Responsibility	Cost	Impact
Environment	Upgrade pathways and railings	2026–2027	Premises	£5,000	Improved safety and mobility
Environment	Improve classroom accessibility – upgrade tables and chairs	2026–2028	Leadership Team	£10,000	Better access to learning
Curriculum	Upgrade and update assistive technology	2026–2029	Head of IT	£10,000	Enhanced learning access
Curriculum	Develop sensory resources	Ongoing	Teachers	£3,000 per year	Improved engagement
Inclusion	Expand specialist equipment to support communication and independence	Ongoing	Inter-disciplinary team	£5,000 per year	Improved outcomes in communication and independence
Communication	Improved accessible formats (Braille/audio)	2026–2027	Admin	£5,000	Improved communication
Safeguarding	Staff training aligned to KCSIE	Ongoing	DSL	Training budget	Safer environment