

## POLICY – Accessibility Plan

### Education

| Title                  | Accessibility Plan                                                                                                                         |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| School                 | The Forum School                                                                                                                           |
| Plan Owner             | Principal                                                                                                                                  |
| Approval Date          | September 2026                                                                                                                             |
| Review Date            | September 2027 (annual review)                                                                                                             |
| Full Review Cycle      | September 2029                                                                                                                             |
| Related Policy         | Accessibility Policy                                                                                                                       |
| Applicable Legislation | Equality Act 2010 (Schedule 10), Children and Families Act 2014, SEND Code of Practice 0-25, Independent School Standards Regulations 2014 |

### Monitoring and Review

The accessibility plan will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



**David Horton**

**Head of Education**



**Tracey Wilson**

**Principal**

## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

| Term                             | Definition                                                                                                                                 |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>‘Establishment’ or ‘Site’</b> | A generic term referring to the school/college owned by CareTech.                                                                          |
| <b>Learner</b>                   | Any child or young person under the age of 18, or young adult over 18 who receives education.                                              |
| <b>Service Head</b>              | The senior person with overall responsibility for the school/college.                                                                      |
| <b>Tutor/Teacher</b>             | Members of staff who have teaching responsibility for learners at the school/college.                                                      |
| <b>Parent/Carer</b>              | Parent or person with parental responsibility.                                                                                             |
| <b>Regulatory Authority</b>      | The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).              |
| <b>Social Worker</b>             | The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.               |
| <b>Placing Authority</b>         | The local authority/agency responsible for placing the learner or commissioning the service.                                               |
| <b>Local Authority</b>           | The local authority for the establishment’s location.                                                                                      |
| <b>Staff</b>                     | All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors. |

## THE FORUM SCHOOL

### ACCESSIBILITY PLAN 2026-2029

#### 1. Statement of Intent

The Forum School is committed to creating an inclusive environment in which all pupils, families, staff, contractors and visitors can participate fully in school life. As a specialist independent school for pupils aged 7-19 years with Autism Spectrum Condition (ASC), communication and interaction need, and social, emotional and mental health needs, accessibility is integral to our ethos and practice.

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and supports the school's Accessibility Policy. The plan addresses the three key areas required under Schedule 10 of the Equality Act 2010:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment to increase access for disabled pupils.
3. Improving the delivery of information to disabled pupils, parents, carers, staff and visitors.

The Forum School recognises its duty to anticipate barriers faced by disabled individuals and make reasonable adjustments to remove or minimise disadvantage wherever possible. The school is committed to promoting equality, fostering positive relationships and ensuring all members of the school community feel safe, valued and included. This plan complements the school's specialist autism provision and therapeutic approach.

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#### 2. School Context

The Forum School is an independent specialist day school providing education for pupils aged 7-19 years with Autism Spectrum Condition, associated communication and interaction needs, and social, emotional and mental health needs. Many pupils have Education, Health and Care Plans (EHCPs) and require highly personalised support and reasonable adjustments to access learning successfully. The school provides structured teaching approaches, therapeutic support, sensory regulation opportunities and individualised pathways to promote positive outcomes and independence.

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### 3. Aims of the Accessibility Plan

The Forum School aims to:

- Increase access to learning and educational experiences for all pupils.
- Ensure that the school environment remains safe, welcoming and accessible.
- Improve access to information and communication.
- Meet legal duties under the Equality Act 2010.
- Promote independence, dignity and participation.
- Ensure accessibility considerations are embedded within strategic planning and school improvement activities.
- Continuously review and improve accessibility through consultation with pupils, families and professionals.

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### 4. Current Accessibility Arrangements

The school currently provides:

- Individualised educational programmes informed by EHCP outcomes.
- Structured teaching and autism-specific approaches.
- Visual timetables and communication supports.
- Sensory regulation spaces and therapeutic interventions.
- Differentiated curriculum materials.
- Examination Access Arrangements where identified.
- Assistive technology as required.
- Personal Emergency Evacuation Plans (PEEPs) where needed.
- Close liaison with families, local authorities, therapists and external professionals.
- Reasonable adjustments to support participation across all aspects of school life.

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### 5. Accessibility Improvement Plan

#### Priority Area 1: Access to the Curriculum

##### Objective

To ensure all pupils can access a broad, balanced and ambitious curriculum appropriate to their needs and abilities.

| Action | Success Criteria | Lead Responsibility | Timescale |
|--------|------------------|---------------------|-----------|
|--------|------------------|---------------------|-----------|

|                                                                                         |                                                                                |                           |         |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------|---------|
| Ensure all teachers provide differentiated and accessible learning resources.           | Learners are able to access learning with appropriate support and adaptations. | Deputy Principal / SENDCo | Ongoing |
| Review curriculum accessibility through learning walks, observations and pupil voice.   | Evidence demonstrates effective adaptation and inclusion.                      | Senior Leadership Team    | Termly  |
| Continue annual training in autism, communication, sensory needs and adaptive teaching. | Staff demonstrate confidence in inclusive practice.                            | Principal                 | Annual  |
| Develop the use of assistive technologies where appropriate.                            | Increased independence and engagement in lessons.                              | IT Lead / SENDCo          | Ongoing |
| Review examination access arrangements annually.                                        | All eligible pupils receive appropriate support.                               | Exams Officer             | Annual  |
| Incorporate pupil feedback into curriculum planning and provision reviews.              | Pupil voice evidences improved access to learning.                             | SENDCo                    | Ongoing |

## Outcomes

- Increased participation in learning.
- Improved pupil engagement and attainment.
- Reduced barriers to learning.

## Priority Area 2: Access to the Physical Environment

### Objective

To ensure the buildings, facilities and grounds support participation, safety and independence.

| Action                                                     | Success Criteria                                                      | Lead Responsibility | Timescale |
|------------------------------------------------------------|-----------------------------------------------------------------------|---------------------|-----------|
| Complete an annual accessibility audit of the school site. | Accessibility needs identified and addressed through action planning. | Facilities Manager  | Annual    |
| Review signage and wayfinding across the site.             | Signage is clear, consistent and accessible.                          | Facilities Manager  | 2026-2027 |

|                                                                                        |                                                                    |                              |         |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------|---------|
| Maintain and review sensory-friendly learning environments.                            | Learning areas meet the sensory needs of pupils.                   | Occupational Therapist / SLT | Ongoing |
| Ensure all PEEPs remain current and effective.                                         | Safe evacuation procedures for all individuals.                    | Health & Safety Lead         | Termly  |
| Consider accessibility requirements during all maintenance and refurbishment projects. | Accessibility improvements embedded within site development plans. | Facilities Manager           | Ongoing |
| Review accessibility arrangements for visitors and contractors.                        | Visitors can access facilities safely and appropriately.           | Administration Team          | Annual  |

## Outcomes

- Safe and accessible learning environments.
- Improved independence for pupils and visitors.
- Compliance with health and safety and equality requirements.

## Priority Area 3: Access to Information

### Objective

To ensure information is available in formats that meet individual needs.

| Action                                                                     | Success Criteria                                              | Lead Responsibility    | Timescale |
|----------------------------------------------------------------------------|---------------------------------------------------------------|------------------------|-----------|
| Make key documents available in alternative formats on request.            | Information accessible to all stakeholders.                   | Administration Team    | Ongoing   |
| Review accessibility of the school website annually.                       | Website remains easy to navigate and accessible.              | Principal / IT Lead    | Annual    |
| Increase the availability of visual and easy-read communication materials. | Improved understanding for pupils and families.               | SENDCo                 | Ongoing   |
| Review communication systems with parents and carers.                      | Feedback indicates communication is accessible and effective. | Senior Leadership Team | Annual    |
| Ensure accessibility information is included                               | Stakeholders understand available                             | Administration Team    | Ongoing   |

within admissions and induction processes.

adjustments and support.

## Outcomes

- Improved communication.
  - Greater accessibility of information.
  - Increased stakeholder engagement.
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## 6. Consultation and Participation

The Forum School values the views of pupils, families and professionals in shaping accessibility improvements.

Consultation will take place through:

- Annual parent and carer surveys.
- Pupil voice activities.
- School Council meetings.
- EHCP Annual Reviews.
- Staff consultation processes.
- Accessibility and health and safety audits.
- Feedback received through compliments, concerns and complaints procedures.

The outcomes of consultation activities will inform annual reviews of this plan.

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## 7. Monitoring and Evaluation

Responsibility for monitoring implementation of this Accessibility Plan rests with the principal.

Progress will be monitored through:

- Termly Senior Leadership Team reviews.
- Annual accessibility audits.
- School improvement planning processes.
- Quality assurance activities.
- Feedback from pupils, families and professionals.
- Inspection activity and external audits.

A formal review will take place annually, with a full review and renewal of the plan every three years.

## 8. Equality Impact

The Forum School is committed to ensuring this Accessibility Plan promotes equality of opportunity and does not discriminate against individuals with protected characteristics under the Equality Act 2010.

The school will continue to make reasonable adjustments to ensure equitable access to education, facilities, services and information and will actively seek to remove barriers to participation wherever they are identified.

## 9. Linked Policies

This plan should be read in conjunction with:

- Accessibility Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Admissions Policy
- Curriculum Policy
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Educational Visits Policy
- Complaints Policy
- Mental Health and Wellbeing Policy

## Approval and Review

| Role                                | Name             | Signature                                                                            | Date     |
|-------------------------------------|------------------|--------------------------------------------------------------------------------------|----------|
| Principal                           | Tracey Wilson    |  | 22/09/26 |
| Regional Care Lead                  | Melissa McCarthy |  | 22/09/26 |
| Chair of Governance (if applicable) |                  |                                                                                      |          |
| Date Approved                       | September 2026   |                                                                                      |          |
| Next Annual Review                  | September 2027   |                                                                                      |          |
| Full Review Due                     | September 2029   |                                                                                      |          |



**The Forum School is committed to continually improving accessibility and ensuring that every pupil, family member, staff member and visitor is able to participate fully in school life, achieve their potential and feel valued within our school community.**