



EVERYTHING EDUCATION

ACCESSIBILITY PLAN 2026-2029

REFERENCE	Accessibility Plan
OWNERSHIP	Everything Education School
AUTHORISED BY	M Hussain (Headteacher)
EFFECTIVE FROM	1 September 2026
REVIEW	1 September 2027

Everything Education School, 1234 Coventry Road, Birmingham B25 8BZ

1. Purpose and commitment

Everything Education School is committed to providing an inclusive environment in which disabled pupils are not treated less favourably and are able to access the curriculum, the physical environment and information as fully as reasonably possible. The school will anticipate barriers, make reasonable adjustments and plan improvements so that accessibility is considered as part of everyday decision-making rather than only in response to individual difficulties.

This plan has been refreshed for the 2026-2027 academic year and sets out the school's three-year accessibility priorities for 2026-2029. It should be read alongside the school's SEND, Equality, Safeguarding, Behaviour, Health and Safety, Admissions and Curriculum policies.

2. Statutory framework

This plan is prepared under the Equality Act 2010, including Schedule 10, which requires the proprietor of an independent school to prepare, publish, review, revise and implement an accessibility plan. The plan must address three core areas:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services.
3. Improving the availability of accessible information for disabled pupils.

The school also has regard to the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Education (Independent School Standards) Regulations 2014 and the Department for Education's Independent School Standards guidance updated in April 2026. The DfE's 2026 guidance on inclusive education estates is also considered when reviewing practical adaptations to the school environment.

3. Definition and reasonable adjustments

For the purposes of this plan, disability is understood in line with the Equality Act 2010. The school will consider the individual impact of a pupil's impairment rather than relying solely on a diagnosis. Reasonable adjustments may include changes to teaching approaches, routines, communication, equipment, timetables, classroom organisation, access arrangements, the physical environment and the way information is provided.

Adjustments will be planned in consultation with the pupil, parents/carers and relevant professionals where appropriate. The school will consider safety, effectiveness, practicality, resources and the need to avoid substantial disadvantage.

4. Roles and responsibilities

- The Proprietor/Board has overall responsibility for ensuring the accessibility plan is prepared, resourced, implemented and reviewed.
- The Headteacher is responsible for day-to-day implementation and for ensuring accessibility is considered in school improvement, premises, curriculum and staffing decisions.
- The SENCO coordinates identification of individual barriers, reasonable adjustments, staff guidance and liaison with families and external professionals.
- All staff are responsible for removing avoidable barriers, following agreed support plans and adapting teaching, communication and routines to pupils' needs.
- Pupils and parents/carers will be invited to contribute to planning and review where changes affect access, participation or wellbeing.

5. School accessibility principles

- Accessibility is considered at admission, transition, induction and whenever a pupil's needs change.
- No pupil will be excluded from a curriculum, enrichment or off-site opportunity solely because of disability where a reasonable adjustment can make participation safe and meaningful.
- Individual risk assessments, healthcare plans, communication plans, behaviour support plans and personal emergency evacuation plans (PEEPs) will be used where appropriate.
- Staff will use clear, accessible communication and provide alternative formats when required, including enlarged print, simplified language, visual supports, electronic formats or other suitable methods.
- Digital resources and online learning will be selected and used with accessibility in mind.
- The school will consider sensory needs, including lighting, acoustics, visual clutter, predictable routines, quiet/regulation spaces and appropriate seating.
- Accessibility arrangements will be reviewed following incidents, changes in need, feedback, complaints, premises works or significant changes to provision.

6. Reviewing the plan

The plan will be monitored throughout the academic year and formally reviewed at least annually. A full three-year accessibility plan will be maintained and revised sooner where needs, legislation, guidance, premises or provision change. Review will involve relevant leaders, staff, pupils, parents/carers and partner professionals as appropriate.

Progress against the action plan will be recorded, with evidence such as training records, audit findings, risk assessments, pupil/parent feedback, completed adaptations and curriculum/accessibility reviews. Adequate resources will be considered when agreeing actions and timescales.

7. Access to the plan and alternative formats

This accessibility plan will be made available to parents/carers, pupils, staff, inspectors and other interested parties on request and through the school's usual publication arrangements. Alternative or accessible formats will be provided on request where reasonably practicable.

8. Accessibility audit checklist - 2026-2027

The following checklist updates the school's previous accessibility review and provides an evidence base for the 2026-2027 action plan. 'Yes' means arrangements are in place; 'Review' means the school will check or strengthen the arrangement during the year.

Curriculum access

Question / accessibility standard	Status	2026-2027 notes / evidence
Teachers and support staff receive training to teach and support disabled pupils.	Review	Maintain induction and refresher training; provide additional training where individual needs require it.
Classrooms are organised to support access and participation.	Yes	Seating, layout and resources are adapted to individual need and reviewed when cohorts change.
Lessons provide opportunities for all pupils to achieve and are responsive to diversity.	Yes	Teaching is adapted and reasonable adjustments are used to reduce barriers.
Pupils have access to individual, paired, group and whole-class learning where appropriate.	Yes	Grouping is flexible and based on learning, communication and regulation needs.
Pupils are supported to participate in PE, enrichment, visits and wider activities.	Yes	Alternative or adapted activities are planned where needed; off-site access is risk assessed.
Staff recognise additional mental, sensory or physical effort and allow additional time/rest where needed.	Yes	Needs are reflected in individual plans and classroom practice.
Appropriate assistive or accessible technology is available where required.	Review	Existing ICT can support enlarged display and digital access; additional equipment will be sourced where identified.
Staff maintain high expectations and actively remove barriers to learning and participation.	Yes	Reviewed through leadership monitoring, pupil progress and support planning.

Physical environment

Question / accessibility standard	Status	2026-2027 notes / evidence
The size and layout of teaching, social and outdoor areas are reviewed for accessibility.	Yes	Access is reviewed for each pupil and visitor; reasonable adaptations are considered where needed.
Wheelchair and mobility access is assessed before placement or planned use of spaces.	Review	Individual access assessment required where mobility needs are identified; temporary/alternative arrangements used where necessary.
Routes around the site are safe, logical and appropriately signed.	Yes	Included within premises and health and safety checks.
Emergency arrangements consider pupils with SEND or disability.	Review	PEEPs to be completed where required; evacuation arrangements reviewed with individual needs in mind.
Lighting, acoustics, sensory load and visual clutter are considered.	Review	Continue sensory-aware classroom and premises reviews during 2026-2027.
Furniture and equipment can be selected or adjusted appropriately.	Yes	Reasonable adjustments made according to pupil need and risk assessment.

Accessible information

Question / accessibility standard	Status	2026-2027 notes / evidence
Information can be provided in alternative formats when required.	Yes	Formats may include enlarged print, simplified language, visual supports, electronic copies or other reasonable alternatives.
Information presented to groups is made accessible.	Yes	Staff explain visual material, check understanding and adapt presentation to communication needs.
ICT can support production of accessible written information.	Yes	School systems can produce electronic and enlarged materials; specialist formats will be sourced where needed.
Staff understand the technology and communication approaches used by pupils.	Review	Training and guidance will be provided when new needs, tools or assistive technology are introduced.

9. Three-year accessibility action plan 2026-2029

The actions below replace the previous 2025-2028 plan and set clear priorities for the current academic year and the following two years.

Year	Area	Action	Lead	Timescale	Success measure
2026-2027	Curriculum access	Complete a pupil-by-pupil accessibility and reasonable-adjustment review at admission and at least termly for pupils whose needs change.	SENCO / Headteacher	Autumn term and ongoing	Individual plans show barriers, adjustments and review dates; pupil/parent feedback informs changes.
2026-2027	Curriculum access	Strengthen staff training on disability, SEND, sensory needs, communication, accessible teaching and reasonable adjustments.	Headteacher / SENCO	By Spring 2027	Training log completed; learning walks and planning show consistent adaptive practice.
2026-2027	Physical environment	Complete an annual accessibility walk-through covering routes, signage, lighting, acoustics, sensory load, furniture, toilets and emergency arrangements.	Headteacher / H&S lead	Autumn 2026; review Summer 2027	Audit completed, actions assigned and high-priority barriers addressed.
2026-2027	Emergency access	Ensure PEEPs are in place for pupils or regular users who require individual evacuation arrangements.	DSL / SENCO / H&S lead	As required, reviewed termly	PEEPs are current, staff understand arrangements and drills identify any further action.
2026-2027	Information access	Introduce a standard process for requesting accessible formats and record agreed communication adjustments.	SENCO / Administration	Autumn 2026	Requests are responded to promptly; families and pupils can access key information in a suitable format.
2026-2027	Digital access	Review core digital platforms and learning resources for readability, navigation, captions, contrast, font size and compatibility with pupil needs.	Curriculum lead / IT	By Summer 2027	Identified barriers are corrected or alternatives are provided.
2027-2028	Premises and equipment	Use 2026-2027 audit evidence and pupil need to prioritise practical adaptations, signage, specialist furniture or assistive equipment.	Proprietor / Headteacher	Throughout 2027-2028	Priority adaptations completed and evaluated for impact.
2027-2028	Curriculum and participation	Review participation in PE, enrichment, visits and off-site learning to identify any disability-related gaps in access.	Curriculum lead / SENCO	Termly	Participation data and pupil voice demonstrate improved access; barriers have action plans.
2027-2028	Communication	Develop a bank of accessible templates and visual resources for key pupil and parent information.	SENCO / Administration	By Summer 2028	Core information can be issued quickly in accessible formats.
2028-2029	Whole-school evaluation	Evaluate the impact of the three-year plan through pupil/parent voice, staff feedback, incident/complaint themes, curriculum participation and premises audits.	Proprietor / Headteacher	Spring-Summer 2029	Evaluation identifies impact and priorities for the next accessibility plan.
2028-2029	Future planning	Prepare and approve the next three-year accessibility plan, informed by current pupils, anticipated needs, premises priorities and updated statutory guidance.	Proprietor / Headteacher / SENCO	By 1 September 2029	New plan approved, published and resourced before the previous plan expires.

10. Monitoring and evidence

- Termly review of progress against 2026-2027 actions by the Headteacher and SENCO.
- Annual report to the Proprietor/Board on completed actions, outstanding barriers and resource requirements.
- Pupil and parent/carer feedback considered when reviewing reasonable adjustments and wider accessibility priorities.
- Actions arising from health and safety checks, incidents, complaints, safeguarding concerns, SEND reviews and premises changes linked back to this plan where relevant.
- The plan is revised promptly where monitoring shows that an action is ineffective or a new barrier has emerged.

11. References

- Equality Act 2010, Schedule 10 - Accessibility for disabled pupils.
- Department for Education: Independent School Standards guidance (updated April 2026).
- Department for Education and Department of Health and Social Care: SEND Code of Practice: 0 to 25 years (current published version).
- Children and Families Act 2014.
- Department for Education: Inclusive education estates (published June 2026).