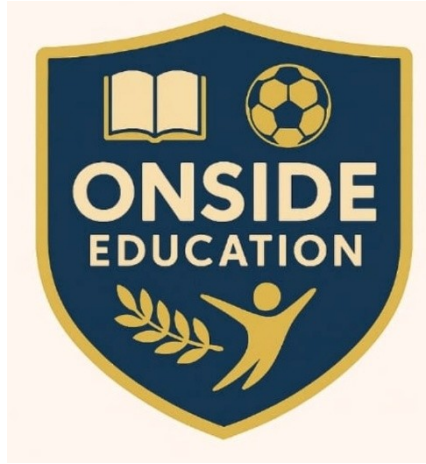




Onside Education
Accessibility Plan 2025–2028

This Accessibility Plan is prepared, published, implemented, reviewed and revised in accordance with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice 2015. The plan outlines how Onside Education will improve access to education for pupils with Special Educational Needs and Disabilities (SEND), including pupils with Education, Health and Care Plans (EHCPs).

1. Policy Statement

Onside Education is committed to ensuring that all pupils, including those with disabilities and additional needs, can access education fully and participate in all aspects of provision life. The proprietor and senior leadership team maintain oversight of this plan and ensure that accessibility considerations are embedded into strategic planning, curriculum delivery, safeguarding, health and safety, and site development.

2. Key Aims

- Increase access to the curriculum for pupils with SEND and EHCPs.
- Improve the physical environment to enable better access for all pupils.
- Improve the delivery of written, verbal and digital information.
- Ensure website and digital accessibility standards are considered.
- Promote independence, inclusion, wellbeing and participation.
- Establish measurable milestones and evidence-based review processes.

3. Monitoring, Review and Consultation

This Accessibility Plan will be implemented through ongoing operational practice and formally reviewed annually. Progress towards objectives will be reported termly to the proprietor/responsible body and annual evidence of progress will be made available to parents on request.

Pupil, parent/carers and staff consultation will form part of the review process. Feedback gathered through reviews, meetings, surveys, EHCP reviews, behaviour analysis and pupil voice activities will inform revisions to the plan.

The plan will be revised where necessary in response to:

- Changes in pupil need
- Safeguarding or risk assessment findings
- Site or curriculum changes

- Accessibility audits
- Feedback from stakeholders

4. Personal Emergency Evacuation Plans (PEEPs)

PEEPs (Personal Emergency Evacuation Plans) will be completed within 10 school days of admission or identification of need for pupils who may require assistance to evacuate. PEEPs will be reviewed following any significant change in need, site arrangement or risk assessment.

5. Master Accessibility Plan Objectives

Area	Objective	Action	Timescale	Responsible	Measurable Milestones	Evidence / Review
Curriculum Access	Ensure all pupils can access learning regardless of need	Use ILPs, differentiated planning, assistive technology and adaptive teaching strategies.	Ongoing	SENCO / SLT / Teaching Staff	100% of pupils have personalised support plans and reviewed targets.	Learning walks, ILP reviews, EHCP reviews, assessment data.
Literacy & Communication	Improve literacy and communication access	Use Lexia, phonics interventions, visuals, modelling and communication adaptations.	Termly Review	Teaching Staff / SENCO	Improved reading age, engagement and communication outcomes.	Progress data, intervention records, pupil voice.

Physical Environment	Maintain safe and accessible premises	Complete annual accessibility audits and adapt provision where needed.	Annual	SLT / Site Manager	All identified actions completed within agreed timescales.	Site audits, risk assessments, premises checks.
Emergency Evacuation	Ensure safe evacuation procedures	Complete and review PEEPs for relevant pupils.	Within 10 school days	DSL / SENCO	100% compliance for identified pupils.	PEEP records, fire drill evaluations.
SEMH & Sensory Support	Provide calm and therapeutic spaces	Maintain sensory regulation and quiet spaces for pupils.	2025–2026	Inclusion Lead / SLT	Reduction in dysregulation incidents.	Behaviour logs, pupil feedback, incident analysis.
Information Accessibility	Improve accessibility of information	Provide plain English, large print, verbal and digital formats where required.	Ongoing	Office Manager / SENCO	Parents and pupils can access information in suitable formats.	Parent feedback, accessibility requests log.
Website & Digital Accessibility	Improve website and	Review readability, ALT	Annual	Marketing Lead /	Website accessibility audit	Audit reports, website

ty	digital accessibili ty	text, compatibi lity with screen readers and accessibili ty complian ce.		SLT	complete d annually.	review logs.
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6. Accessibility Evidence Log

Date	Objective	Action Taken	Evidence Collected	Impact / Progress	Reviewed By

7. Responsibility

The Head of Provision / Programme Lead retains overall responsibility for the implementation, publication, monitoring, review and revision of this Accessibility Plan. All staff are responsible for ensuring accessibility in day-to-day practice.

Date of Plan: September 2025

Review Date: September 2026