



MAHARISHI SCHOOL

Accessibility Plan

December 2025

Start Date: Dec 2025

Review Date: Dec 2026

Signed by:

Headteacher

Lisa Edwards

Date Dec 25

Chair of Governors

Ian Birnbaum

Date Dec 25

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Statement of intent

This plan outlines how Maharishi School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

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- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- SEND Policy
- SEND Information Report
- Admissions & Oversubscriptions Policy

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- Enabling Good Behaviour Policy
 - Supporting Pupils with Medical Conditions Policy
 - First Aid Policy
 - Health and Safety Policy
 - GDPR & Data Protection Policies

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

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- Acting in accordance with this plan at all times.
 - Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
 - Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Review

The governing body, headteacher and SENCO will undertake an annual review of the Accessibility Plan. The review will cover the following three areas:

- **Access to the curriculum** – assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

The review will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

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- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the review will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Access to the curriculum

Objective	Strategy	Who	Timescale	Success criteria
To ensure the school can meet the needs of pupils with SEND	<ul style="list-style-type: none">• On-going review of SEND training and resource needs.• School attends appropriate meetings with family & external professionals of SEND pupils.• Early Help put in place where needs are identified & subsequent meetings take place.• Liaise with & follow advice from, external professionals.• Pupils identified with SEND will be tested for access arrangements by the SENCO, who holds a relevant qualification.	SENCO	On-going	<ul style="list-style-type: none">• Identified SEND pupils will have a SEND support plan which will be reviewed termly.• SEND pupils entitled to access arrangements and extra time in GCSE exams will be awarded accordingly.• School will meet the needs of SEND pupils to the best of their ability including liaising with and being supported by LA when needed.
To ensure all pupils have access to a broad and	<ul style="list-style-type: none">• Curriculum maps and syllabuses are monitored focusing on the needs of all pupils in school.• Enrichment activities are monitored and accessible to all.	Headteacher, Teachers SENCO	On-going	<ul style="list-style-type: none">• Management and teaching staff are aware of the accessibility gaps in the curriculum.

balanced curriculum.	<ul style="list-style-type: none"> • Support focuses on pupil needs and targets are put in place for SEND pupils. • PIVATS are used and understood by key staff to plan and monitor attainment and progress. • All pupils have access to a pupil centred curriculum. • Pupils requiring additional adult intervention are supported where necessary. • Pupils are supported with a graduated response in line with the SEND Code of Practice 2015. 			<ul style="list-style-type: none"> • SEND pupils have access to additional adult support when needed. • All SEND pupils will have access to enrichment activities.
To ensure that pupils with low levels of Speech, Language and Communication make progress and access the curriculum	<ul style="list-style-type: none"> • Maintain close links with external agencies such as the Speech & Language team. • Maintain close links with the local CAMHS team. • Continue to provide communication skills interventions including social skills, LEGO therapy, drawing & talking therapy, social & nurture groups, WellComm, school counsellor, Emotional Literacy Support Assistants. • Staff members to attend training related to speech & language. 	Teachers External providers SENCO	On-going	<ul style="list-style-type: none"> • Pupils with low levels of speech, language and communication are supported to access the curriculum. • Staff members have the necessary skills to support pupils with low levels of speech, language and communication. • Continue close links between school and local

				external agencies and follow their guidance.
To ensure all staff members have the skills to support pupils with SEND	<ul style="list-style-type: none"> • Training provided to staff members during INSET and staff meetings to equip staff with the necessary skills and strategies to support SEND pupils. 	Headteacher External providers SENCO	On-going	<ul style="list-style-type: none"> • All staff members have the skills to support pupils with SEND.
To ensure school trips take into account pupils with SEND	<ul style="list-style-type: none"> • Needs of pupils with SEND are incorporated into the planning process for trips off site. • Accommodations are made in line with the SEND Code of Practice 2015. 	Teachers SENCO	On-going	<ul style="list-style-type: none"> • School trips accommodate pupils with SEND.

5. Planning duty 2: Access to the physical environment

Objective	Strategy	Who	Timescale	Success criteria
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To continue to review the physical environment of the school	<ul style="list-style-type: none"> • Take into account the needs of the pupils, staff and visitors. • On-going review of the physical environment • Application for new secondary phase building to be accessible for those with disabilities. 	Business Manager Headteacher External contractors	On-going	<ul style="list-style-type: none"> • Ensure work is in line with disability guidance/laws. • All work supports the promotion of equality for all • Risk assessments completed for pupils/staff with additional needs
To ensure that the learning environment is accessible to pupils with impairments	<ul style="list-style-type: none"> • Take into account the needs of the pupils, staff and visitors. • Liaise with & follow advice from external professionals. • Identify training needs • Put plans in place for individual children. 	Headteacher SENCO	On-going Once a school place has been offered & accepted	<ul style="list-style-type: none"> • Management information system is updated, which collates medical needs. • When needs are highlighted, training is sought.
To ensure that toilets are accessible within the capabilities of the school	<ul style="list-style-type: none"> • Disabled toilets available in secondary phase building • Disabled toilet access is made available in the primary phase as needed • Disabled access will be taken into account in any expansion plans 	Headteacher SENCO Business Manager		<ul style="list-style-type: none"> • All pupils and staff will be able to use accessible toilets • All work supports the promotion of equality of all

To ensure that children with physical disabilities can access school buildings within the capabilities of the school	<ul style="list-style-type: none"> • Take into account the needs of the pupils, staff and visitors. • Liaise with & follow advice from external professionals • On-going review of the physical environment • Any expansion plans will incorporate accessibility for those with disabilities. 	Business Manager Headteacher SENCO External contractors	On-going Once a school place has been offered & accepted	<ul style="list-style-type: none"> • Ensure work is in line with disability guidance/laws. • All work supports the promotion of equality for all • Risk assessments completed for pupils/staff with additional needs
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6. Planning duty 3: Access to information

Objective	Strategy	Who	Timescale	Success Criteria
To ensure school information is accessible to parents/carers	<ul style="list-style-type: none"> • Provide information and letters in clear print in "clear" English. School office will support and help parents to access information and complete school forms. • Ensure all documents are accessible via the school website. • Paper copies of documents can be requested via the school office. 	Business Manager Admin staff SENCO	On-going	<ul style="list-style-type: none"> • School is aware of accessibility gaps to its information delivery procedures • Increase the use of email and Dojo as ways of communicating with families. • Parents are able to access paper copies of documents on request.

Make written information accessible to all	<ul style="list-style-type: none">• Create 'dyslexic' friendly classrooms where all pupils find information accessible.• Staff training/information needs are kept up to date re: dyslexia and visual stress• Liaise with & follow advice from external professionals.	Business Manager Admin staff Teachers SENCO	On-going	<ul style="list-style-type: none">• Classrooms and resources are made more dyslexia friendly.• Displays use muted and pastel colours.• Dyslexic fonts are used throughout the school• Coloured paper/overlays used where appropriate and where need is identified.
To ensure school website is accessible to SEND pupils & their families	<ul style="list-style-type: none">• Review of the website.• Accessible links on the website to Local School Offer and Local Authority Offer.	Headteacher External website provider	On-going	<ul style="list-style-type: none">• Website is fully accessible

7. Monitoring and review

This plan will be reviewed on an annual basis by the governing body, headteacher and SENCO. The next scheduled review date for this plan is December 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.