



Keyham Lodge School Accessibility Plan (2025–2028)

1. Purpose of the Accessibility Plan

This Accessibility Plan sets out how **Keyham Lodge School** will improve access for pupils, staff, parents/carers and visitors with disabilities over a three-year period. It is compliant with **Section 20 of the Equality Act 2010** and the **Special Educational Needs and Disability (SEND) Code of Practice**.

The plan aligns with Keyham Lodge School's inclusive ethos and its role as a **SEMH special school**, recognising that accessibility includes **physical, sensory, cognitive, emotional and mental health needs**.

This plan should be read alongside:

- Equality Information and Objectives
- SEND Policy
- Health & Safety Policy
- Behaviour Policy
- Medical Conditions Policy

2. School Context

- **School name:** Keyham Lodge School
- **Type:** Academy Special School (SEMH)
- **Age range:** 9–16
- **Location:** Keyham Lane, Leicester
- **Trust:** Discovery Schools Academies Trust

All pupils at Keyham Lodge School have an **Education, Health and Care Plan (EHCP)** and many present with complex SEMH needs alongside additional diagnoses (e.g. autism, ADHD, learning difficulties, medical needs).

3. Definition of Disability

In line with the **Equality Act 2010**, a person has a disability if they:

“Have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

Keyham Lodge School recognises that disability may include:

- SEMH and mental health needs
- Neurodiversity
- Physical or sensory impairments
- Medical conditions

4. Vision and Principles

Keyham Lodge School recognises that accessibility is not solely about physical access. As a specialist SEMH setting, we understand that barriers to participation can arise from the environment, curriculum, communication methods and wider school systems, rather than from the individual alone. We are committed to adopting a person-centred, strengths-based approach, informed by the principles of the social model of disability, by proactively identifying and removing barriers so that every pupil can access learning, participate fully and achieve positive outcomes:

- Removing barriers to learning and participation
- Anticipating the needs of pupils and adults with disabilities
- Promoting independence, dignity and inclusion
- Ensuring reasonable adjustments are built into everyday practice
- Creating emotionally accessible learning environments through adaptive teaching, consistent regulation approaches and inclusive classroom practice.
- Working collaboratively with pupils, families and professionals to ensure accessibility is informed by individual strengths, needs and EHCP outcomes.

Accessibility is everyone's responsibility and is embedded within leadership, curriculum planning, physical environment, communication and behaviour support systems and wider school culture.

5. Accessibility Plan Objectives

The plan focuses on three statutory areas:

- 1. Increasing access to the curriculum**
- 2. Improving access to the physical environment**
- 3. Improving access to written and digital information**

6. Accessibility Action Plan (2025–2028)

A. Increasing Access to the Curriculum

Objective	Current Practice	Actions (2025–2028)	Lead	Review
Ensure curriculum accessibility for SEMH and additional needs	Differentiated curriculum pathways; EHCP-led planning	Continue adaptive curriculum planning; review curriculum pathways annually; embed consistent whole-school regulation approaches, trauma-informed practice and adaptive teaching to improve engagement, participation and access to learning.	Headteacher / SENDCo/DHT	Annual
Support pupils with additional learning barriers	High staff-to-pupil ratios; specialist staff	Expand professional development on autism, trauma-informed practice, emotional regulation, sensory processing, adaptive teaching and communication needs to ensure consistent implementation across the school	SLT/SENDCo	Annual
Ensure equitable engagement in enrichment	Inclusion in trips and enrichment where possible	Risk assess all off-site activities; plan reasonable adjustments and alternative provision where required	EVC / SLT	Per activity
Support assistive technology use	Limited access	Identify and deploy assistive technology (e.g. visual supports, software, headphones)	SENDCo/DHT	Annual

B. Improving Access to the Physical Environment

Objective	Current Practice	Actions (2025–2028)	Lead	Review
Improve physical access to buildings	Ground-floor access available; limited steps	Complete annual site accessibility audit; prioritise reasonable adaptations within capital planning	Trust / Site Manager/AHT	Annual
<u>Develop inclusive classroom environments</u>	Designated regulation spaces <u>and adapted classroom environments</u>	Develop flexible classroom learning zones and pupil workspaces that promote regulation and equitable access to learning.	SENDCo / SLT/AHT	Annual
Improve signage and wayfinding	Basic signage	Introduce clearer signage, symbols and colour coding where helpful	Site Manager/Business Manager	Annual
Emergency evacuation for disabled users	Personal Emergency Evacuation Plans (PEEPs) where required	Review and update PEEPs for pupils, staff and visitors with mobility or sensory needs	Site Manager/Business manager	Termly

C. Improving Access to Information

Objective	Current Practice	Actions (2025–2028)	Lead	Review
Ensure information is accessible to all	Website accessibility statement in place	Provide information in alternative formats on request (large print, simplified language, visual formats)	Business Manager	Ongoing

Parent/carer communication	Paper and digital communication	Offer communication via preferred method; provide support with understanding written information	SLT / Office/Tutor teams	Ongoing
Digital accessibility	School website monitored	Review website accessibility annually in line with WCAG guidance	Trust / Admin	Annual
Embed consistent visual communication across the school	Visual communication continues to be developed across the school.	Develop a consistent whole-school approach to visual communication and accessible information to improve participation and access to learning.	<u>SENDCo / SLT/AHT</u>	<u>Ongoing</u>

7. Monitoring and Review

- This Accessibility Plan will be **reviewed annually** by the Senior Leadership Team.
- Progress will be reported to the **Advisory Board / Trust**.
- The plan will be **fully reviewed and renewed every three years**.

8. Responsibility

- **Overall responsibility:** Headteacher
- **Operational responsibility:** SENDCo, Site Manager, SLT
- **Strategic oversight:** Discovery Schools Academies Trust

9. Availability

This plan:

- Is available on request to parents/carers and stakeholders
- Can be provided in alternative formats upon request
- Supports Keyham Lodge School's commitment to equality and inclusion

Date adopted: March 2026

Review date: March 2027

Next full review: March 2029