



Apollo Education
space to be you

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Accessibility Plan

Title: Accessibility Plan
Date: February 2026
Review Date: February 2029
Owner: Headteacher
Approval: Governing Board

1. Aims

Under the Equality Act 2010, we are required to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment to enable pupils with disabilities to take better advantage of education, facilities and services.
- Improve the availability of accessible information.

Apollo Education aims to meet its obligations under equality legislation by:

- Eliminating discrimination and prohibited conduct.
- Advancing equality of opportunity.
- Fostering good relations across all protected characteristics.

We are committed to treating all pupils fairly and with respect. This includes providing access and opportunities without discrimination.

2. Legislation and Guidance

This plan meets the requirements of:

- Equality Act 2010 (Schedule 10).
- Equality Act 2010 (Specific Duties) Regulations 2011.
- Children and Families Act 2014.
- SEND Code of Practice (2015).
- Independent School Standards Regulations.
- Department for Education guidance: *The Equality Act 2010 and schools*.

Schools are required to make **reasonable adjustments** to avoid substantial disadvantage for disabled pupils.

This may include:

- Auxiliary aids.
- Adjustments to teaching.
- Adaptations to the physical environment.

3. Definition of Disability

Under the Equality Act 2010, a person is disabled 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.

This includes:

- SEMH needs
- ASD needs
- Learning difficulties
- Sensory impairments
- Physical disabilities
- Long-term medical conditions

4. School Ethos and Values

Apollo Education is an alternative provision supporting pupils with Social, Emotional and Mental Health (SEMH), Autistic Spectrum Disorder (ASD) and other related needs.

Our core purpose is to:

- Build on pupils' interests and strengths.
- Remove barriers to learning.
- Support emotional regulation and wellbeing.
- Promote independence, resilience and positive relationships.

We promote the values of:

- Inclusivity
- Kindness
- Readiness
- Resilience
- Collaboration
- Creativity

All members of the school community, including those with disabilities, are expected to be treated with dignity and respect.

5. Current Accessibility Arrangements

5.1 Curriculum Access

The school currently:

- Provides a personalised and differentiated curriculum.
- Uses small class sizes and flexible timetables.
- Offers SEMH, ASD and therapeutic support.
- Uses adaptive teaching approaches.
- Provides individual support plans where needed.
- Works with external professionals where appropriate.

5.2 Physical Environment

The school:

- Maintains calm, low-stimulus classrooms.
- Provides safe or regulation spaces.
- Ensures corridors and routes are kept clear.
- Uses clear and visible signage.
- Maintains safe access to learning spaces and facilities.

5.3 Accessible Information

The school:

- Uses clear and simple language in communication.
- Provides visual supports where appropriate.
- Adapts written materials when required.
- Maintains regular communication with parents and carers.

6. Accessibility Action Plan

6.1 Increase Access to the Curriculum

Aim	Current Practice	Actions	Responsibility	Timescale	Success Criteria
Improve curriculum access for pupils with disabilities	Differentiated teaching, SEMH support, small groups	Provide staff training based on pupil needs	Headteacher	Termly	Staff confidence improves
	Individual support plans in place	Review support plans termly	Class teachers	Ongoing	Pupils meet targets
	Flexible learning spaces	Review use of spaces for accessibility	Headteacher	Annually	All pupils access suitable spaces

6.2 Improve the Physical Environment

Aim	Current Practice	Actions	Responsibility	Timescale	Success Criteria
Improve access to physical environment	Calm classrooms and regulation spaces	Conduct annual site accessibility audit	Headteacher	Annually	Barriers identified and reduced
	Low arousal classroom spaces, sensory room available	Conduct annual review of external noise	Headteacher	Annually	Low arousal space confirmed
	Clear routes and signage	Maintain accessible routes	All staff	Ongoing	Safe movement around site
	Emergency procedures in place – including individual Pupil Emergency Evacuation Plans (PEEP)	Review evacuation plans for additional needs	Headteacher / Governors	Annually	Safe evacuation for all pupils

6.3 Improve Access to Information

Aim	Current Practice	Actions	Responsibility	Timescale	Success Criteria
Ensure information is accessible	Use of clear language and visuals including signage on site	Provide alternative formats where needed	Admin	Ongoing	Parents and pupils understand information
	Regular communication with families	Provide translated or adapted materials if required	Headteacher	As needed	Improved family engagement

6.4 Ensure Transitions to/from school meet needs

Aim	Current Practice	Actions	Responsibility	Timescale	Success Criteria
Ensure any transition to/from the Apollo Education site is sensitive to inclusion needs	Onboarding includes full SEND need review for transition e.g. school arrival, PE off-site	Review transition plans and any transition incidents to support improvement	Headteacher / class teacher	Termly	Limited/no incidents related to pupils' transition
	Consultation with parents on transitions	Accessibility for parental communication (e.g. translation)	Headteacher / class teacher	As needed	Accurate information on pupils provided
	School site is small limiting in-school transitions	Review transition plans and any transition incidents to support improvement	Headteacher	Termly	Limited/no incidents related to pupils' transition

7. Access Audit

Area	Current Status	Actions Required
Corridors	Clear routes maintained	Continue regular checks
Entrances	Secure, supervised entry systems	Provide assistance if required
Stairway	Clear route maintained; no lift or ramp for wheelchair users due to space constraints	Continue regular checks
Toilets	Accessible facilities where possible	Review annually
Reception area	Accessible and supervised	Maintain clear access
Signage	High-contrast, clear signage	Update where needed

8. Monitoring Arrangements

This plan will:

- Be reviewed every three years.
- Be monitored annually by the Headteacher and Proprietor.
- Be updated sooner if significant changes occur.

Monitoring will include:

- Accessibility audits.
- Pupil progress and engagement data.
- Behaviour and wellbeing records.
- Staff and parent feedback.

9. Working in Partnership

Apollo Education works in partnership with:

- Local authorities.
- External professionals.
- Therapeutic services.
- Health and social care services.
- Families and carers.

Feedback from staff, pupils and parents is welcomed to improve accessibility.

10. Complaints

Complaints relating to accessibility should be made in accordance with the school's **Complaints Policy**.

11. Links with Other Policies

This plan should be read alongside:

- Equality Information and Objectives Policy
- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions
- Health and Safety Policy
- Attendance Policy

12. Approval & Sign Off

Signed

Signed by:

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Headteacher (name)

Kam Badwal

Date

15/04/2026

Signed

DocuSigned by:

5168428F131E4DE...

Chair of Governing Board (name)

Amit Varma

Date

4/15/2026