TAO Independent School

Accessibility Policy & Multi-Year Plan 2025–2028

Section 1: Vision Statement

TAO Independent School is a therapeutic, outdoor led KS2 provision designed to remove barriers to learning, wellbeing and participation. Our school operates from a trauma informed, neurodiversity affirming and fully inclusive ethos. Accessibility is embedded into every aspect of our curriculum, environment, culture and decision-making. Led KS2 provision designed to remove barriers to learning, wellbeing and participation. Our school operates from a trauma informed, neurodiversity affirming and fully inclusive ethos.

Our aim is to ensure that:

- every child can access a safe, calm and sensory-aware learning environment
- pupils with SEND, trauma histories, social communication differences or physical needs can access the curriculum without barriers;
- outdoor learning is adapted so all children can participate safely and meaningfully;
- information, routines and expectations are communicated clearly, visually and accessibly.

This plan is a requirement under Schedule 10 of the Equality Act 2010 and aligns with:

- TAO Equality, Diversity & Equal Opportunities Policy
- SEND Information Report
- Behaviour Management Policy
- Health & Safety Policy
- Outdoor Activity SOPs (AALA aligned)
- Curriculum Policy & Therapeutic Curriculum Model

The Proprietor and Headteacher are responsible for reviewing and monitoring this Accessibility Plan..

Section 2: Definitions (SEND, Disability, Provision)

Special Educational Needs (SEND) and Disability follow the definitions in the SEND Code of Practice (2015) and the Equality Act (2010). TAO works primarily with pupils who:

- have SEMH needs, trauma-related needs or anxiety-based school avoidance
- require additional emotional, sensory or learning support;
- may have neurodiversity profiles (autism, ADHD, dyslexia etc.);
- may have physical needs requiring adjustments to the learning environment.

Special educational provision at TAO means curriculum, regulation, therapeutic and outdoor learning adaptations over and above what is usually expected.

Section 3: TAO Values & Context

TAO operates a small, highly relational KS2 school with a maximum of 8 pupils at any time. The provision is designed for:

- pupils with high anxiety / SEMH needs;
- pupils requiring movement based and outdoor learning approaches;-
- pupils needing sensory safe classroom spaces;
- children needing predictable, attuned, trauma aware adults.

Key environmental features:

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• Small-group KS2 teaching spaces designed around sensory and regulation needs

• Teaching accommodation located on the first floor of Brookes Mill

• Pupil and staff toilet facilities within the school area

• Access to an accessible ground-floor toilet within the Brookes Mill complex where required

• Calm and sensory spaces

• Access to wider site facilities under staff supervision

• Outdoor learning embedded within curriculum delivery

• Movement and mindfulness integrated throughout the school day

The school recognises that the current premises have physical limitations, including first-floor teaching accommodation and no internal lift. Admissions are therefore considered carefully against each pupil's individual needs, evacuation requirements and the reasonable adjustments that can be made safely within the site.

This policy is reviewed every 3 years or earlier if required.

Section 4: Focus Areas of TAO Accessibility

1. Curriculum Access (Indoor & Outdoor)

TAO provides:

- outdoor integrated curriculum with adjustments for sensory, physical and emotional needs;-integrated curriculum with adjustments for sensory, physical and emotional
- fully personalised Learning Journeys and baseline assessments;
- small group teaching with adult support available at all times;-group teaching with adult support available at all
- alternative ways to record learning (photos, symbols, mind maps, practical outcomes);-maps, practical outcomes
- trauma-informed sequencing of learning to reduce cognitive load.-informed sequencing of learning to reduce cognitive load.

2. Physical Environment Access

Adaptations include:

- visual signage and routines;
- calm, clutter reduced classroom layout;-reduced classroom
- sensory adjustments (light, sound, seating);
- chaperoned toilet access to additional onsite facilities;
- safe pathways and controlled site access;
- regulated transition processes.
- • use of the accessible ground-floor toilet within the Brookes Mill complex where required;
- • individual accessibility and evacuation needs considered as part of admission and ongoing review;

3. Information Access

TAO provides information in:

- simple language
- visual timetables and Now/Next boards
- symbol supported explanations-supported explanations
- enlarged print where needed
- verbal / modelled demonstrations

Staff are trained in communication scaffolding, emotional coaching and SEND friendly instruction.-friendly instruction.

4. Training, Partnerships & Multi-Agency Working

TAO staff receive training in:

- Trauma-informed Practice (TIP)-Informed Practice (TIP)
- Resilience Informed Practice (RIP)-Informed Practice (RIP)
- Emotional Coaching & NVR principles
- SEND adjustments & sensory needs
- Outdoor education safety & AALA-aligned competencies

We work with:

- Speech and Language Therapists
- Educational Psychology
- Occupational Therapy
- SEND teams / EHCP coordinators

Section 5: TAO Accessibility Audit – Identifying Barriers

1. Organisational

Area	Completed	In Progress	Under Review	Not Yet Addressed
Accessible educational visits	✓			
Trauma-informed transition & induction-informed transition & induction	✓			

Area	Completed	In Progress	Under Review	Not Yet Addressed
Grouping of pupils based on sensory/emotional needs	✓			
Behaviour & trauma policy	✓			
Outdoor learning & adventure visit SOPs	✓			
Multi-agency collaboration	✓			

2. Attitudinal

Area	Completed	In Progress	Under Review	Not Yet Addressed
Staff trained to support disabled/SEND pupils	✓			
Staff allow extra processing time	✓			
High expectations for ALL pupils	✓			
Barrier removal attitude in all lessons-removal attitude in all lessons	✓			
Inclusive policies reviewed regularly	✓			
Staff model inclusive attitudes	✓			
Positive peer relationships actively supported	✓			

3. Curriculum Access

Area	Completed	In Progress	Under Review	Not Yet Addressed
Opportunities for success in all lessons	✓			

Area	Completed	In Progress	Under Review	Not Yet Addressed
Activities linked to pupil diversity & interests	✓			
Group, pair and solo work options	✓			
Access to arts, physical & outdoor activities	✓			
Alternative access paths for pupils unable to join activities	✓			
Access to IT where needed	✓			
Classroom organisation reflects pupil needs	✓			
Assessment methods fit diverse needs	✓			

4. Physical Access

Area	Completed	In Progress	Under Review	Not Yet Addressed
Classrooms arranged for sensory/physical access	✓			
Safe movement across site with chaperoning	✓			
Doorways and routes accessible to all pupils currently admitted to the school, with reasonable adjustments considered where required	✓			
Signage and visual aids	✓			
Noise reduction strategies	✓			
Furniture selected for sensory/safety needs	✓			

Area	Completed	In Progress	Under Review	Not Yet Addressed
Access to outdoor learning for all pupils	✓			
Clear emergency procedures	✓			
Accessible ground-floor toilet arrangement available where required	✓			
Physical accessibility reviewed against individual pupil needs at admission	✓			

5. Information Access

Area	Completed	In Progress	Under Review	Not Yet Addressed
Simple/visual information	✓			
User-friendly group presentation methods-friendly group presentation methods	✓			
ICT used for alternative formats	✓			
Staff trained in communication technology & visual support	✓			

Section 6: TAO Accessibility Objectives & 3-Year Plan (2025–2028)

Objective	Current Position	Action Required	Lead	Timescale
Increase access to curriculum	Curriculum personalised through Learning Journeys	Continue reviewing curriculum; embed outdoor differentiation & sensory adjustments	HT / Curriculum Gov	Ongoing
Improve physical environment access	Current premises include first-floor teaching accommodation, calm/sensory spaces, supervised access	Maintain premises risk assessment and accessibility review; make reasonable adjustments according to individual pupil need and review	HT / Proprietor	Ongoing, with formal annual review

Objective	Current Position	Action Required	Lead	Timescale
	routes and access to an accessible ground-floor toilet within the Brookes Mill complex.	future site-development options where appropriate.		
Improve information accessibility	Use visuals, simple language, modelling	Expand symbol resources; develop pupil friendly documents-friendly documents	HT / DSL	Ongoing
Ensure all staff trained in trauma & SEND	RIP/TIP in place	Training and professional development provided according to role, responsibility and identified need.	HT	Ongoing
Strengthen outdoor accessibility	Outdoor sessions already adapted	Continue adapting activities, equipment, routes and teaching methods to maximise safe participation according to individual pupil need.	Outdoor Education Lead	Ongoing

Section 7: Monitoring & Review

This plan is monitored through:

• Headteacher – operational oversight

• Proprietor – strategic oversight and annual review

• SENDCo and relevant staff – ongoing identification of barriers and reasonable adjustments

Plan reviewed every three years, or earlier if required.

Signed: Proprietor / Headteacher

Review Cycle: The plan may be reviewed earlier where pupil needs, premises use or statutory requirements change. The formal plan covers the period 2025–2028 and is reviewed at least annually to evaluate progress against its objectives, with a full replacement plan produced at the end of the three-year period.

Version Updates

Version	Date	Author	Review / Changes	Approved By
1.2	08/09/2026	Daniel Giblin	Published	Headteacher / Proprietor

Statement on Reasonable Adjustments

TAO Independent School recognises the physical limitations of its current premises and will make reasonable adjustments wherever practicable to prevent disabled pupils from being placed at a substantial disadvantage. This includes consideration of curriculum access, communication, sensory need, movement around the site, emergency evacuation and access to facilities. Where the school cannot safely meet a pupil's needs within the current premises, this will be considered transparently as part of the admission and consultation process.