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APPENDIX 1 – EQUALITY STATEMENT
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East Street Farm: Pitmore Lane, Lymington, Hampshire, SO41 6BX
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1. POLICY INTENT

East Street Farm is an independent special school providing therapeutic education for children aged 8 to 16 with autism, Emotionally Based School Avoidance (EBSA) and associated mental health needs including developmental trauma.

This Accessibility Policy sets out the framework through which East Street Farm will ensure accessibility, comply with relevant legislation, and uphold high standards in education, safeguarding and accountability. The Accessibility Plan will be published on the school website in line with statutory requirements.

At East Street Farm we are committed to taking all reasonable steps to ensure that barriers and restrictions to every student's participation in education and social activities are removed or minimised. We work in partnership with students, families and relevant professionals to foster a learning environment where all students can thrive.

- This Accessibility Policy reflects our school's dedication to inclusion, in alignment with our values of Nurturing Belonging, Supporting Growth and Inspiring Change. We aim to ensure every student can engage meaningfully with our curriculum and that students and families can participate fully in school life.
- The Accessibility Plan outlines specific measures to improve access to the curriculum, environment and communication.
- We recognise our anticipatory duty under the Equality Act 2010 to plan ahead for reasonable adjustments and ensure proactive identification and removal of potential barriers.
- We promote inclusion across all protected characteristics through our Diversity and Equal Opportunities Policy for students and staff.

Safeguarding Commitment:

East Street Farm is committed to safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

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2. LEGISLATION AND GUIDANCE

This policy complies with legislation and guidance documented below and outlines how East Street Farm meets its responsibilities under the Equality Act 2010.
Under the Equality Act 2010, East Street Farm has a duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not
- Foster good relations between persons who share a relevant protected characteristic and persons who do not

East Street Farm meets these requirements by:

- Implementing reasonable adjustments to ensure students with disabilities are not at a substantial disadvantage
- Promoting an inclusive curriculum and accessible environment for all students
- Providing ongoing training for staff to ensure inclusive practices
- Conducting regular reviews and audits to identify and remove barriers to participation
- Involving students, parents, carers and professionals in planning support and accessibility improvements
- Ensuring that all new developments, policies and procedures take account of equality legislation
- Maintaining accreditation with Communication Access UK

This policy aligns with:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014

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- The Education Act 1996
- Education and Inspections Act 2006
- SEND Code of Practice (2015)
- Independent School Standards Regulations 2014 (Parts 1, 5, and 6)
- DfE Guidance: *The Equality Act 2010 and Schools* (2014)
- Keeping Children Safe in Education
- This policy also aligns with Ofsted's Education Inspection Framework which requires schools to demonstrate equality of access, curriculum ambition for SEND students and removal of barriers to learning.

3. RELATED POLICIES

- Diversity and Equal Opportunities Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Teaching and Learning Policy
- Communication Policy
- Health and Safety Policy
- Medical Needs and Administration of Medication Policy
- SEND Policy
- Data Protection Policy

This policy should be read in conjunction with our School Accessibility plan.

4. WHO THIS POLICY APPLIES TO

This policy applies to:

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- Staff (including temporary, part-time and agency staff)
- Volunteers
- Students
- Visitors, contractors and service providers
- Parents and Carers
- Governance Committee members and Proprietors

Roles and Responsibilities

Governance Committee:

- Supports the effective implementation of the Accessibility Policy and Plan
- Ensures policy implementation reflects our inclusive vision
- Receives annual reports on progress against the Accessibility Plan and ensures compliance with Independent School Standards Part 1, 5 and 6

Head of Education:

- Oversees development and implementation of the Accessibility Plan
- Ensures staff awareness of relevant student needs
- Engages with external experts when needed

Therapeutic Team:

- Advises on the needs of students with additional needs
- Coordinates personalised provision in collaboration with staff and families

Staff:

- Support students with special education needs and disabilities through inclusive teaching
- Adapt their communication with students in line with individual communication profiles and needs
- Make reasonable adjustments and avoid discriminatory practices

All staff will undertake training related to equality, accessibility, communication and supporting students with SEND and medical needs.

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5. VISION AND VALUES

At East Street Farm our core values are the foundation of everything we do and are embedded throughout our Accessibility Policy:

Nurturing Belonging – We create a safe, inclusive environment where every individual feels valued, respected and able to fully participate in school life.

Inspiring Change – We encourage transformation and resilience, adapting our environment and practices to enable all learners to develop and succeed.

Supporting Growth – We are committed to supporting each individual's personal and academic development and preparation for future participation in education, work, family and community life.

6. DEFINITIONS

Disability: A physical or mental impairment with a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities (Equality Act 2010).

Protected characteristics: Age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation.

Indirect discrimination: A policy or practice that applies to everyone but puts people with a protected characteristic at a disadvantage.

7. POLICY DETAILS

7.1. Admissions

Admissions decisions are based on a fair and consistent process, with reasonable adjustments made to support access. Students are assessed before joining to ensure East Street Farm can meet their educational and therapeutic needs.

Please see the admissions policy for further details.

7.2. Curriculum

Our curriculum is differentiated and inclusive:

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- Personalised learning using student specific EHCP objectives, Therapeutic Education Learning Plans (TELPs), Positive Behaviour Support Plans (PBSP) and individual timetables
- Adapted teaching and assessments
- Use of assistive technologies, specialist staff and tailored resources
- Inclusive access to physical activities with adjustments as needed
- Curriculum access is monitored against individual EHCP outcomes to ensure provision is aligned with Preparing for Adulthood pathways

7.3. Physical Environment

We ensure a physically accessible site:

- Accessible entrances and exits with ramps
- Wide doorways
- Wide flat corridors and paths
- Flexible seating and desk arrangements
- Clear, unobstructed pathways
- Accessible toilets with appropriate space, signage and grab bars
- Adequate lighting throughout for students with visual impairments
- Absorbent surfaces and materials to ensure reduced reverberation and noise sources managed to reduce noise created
- Emergency evacuation routes designed for accessibility, including Personal Emergency Evacuation Plans (PEEPs)
- All future building works or refurbishments will be subject to an accessibility impact assessment

7.4. Inclusive Learning Environment

- Adaptable learning spaces for sensory and cognitive needs
- Inclusive outdoor areas
- Use of Occupational Therapy advice for accessibility adjustments
- Therapeutic staff support emotional wellbeing to improve engagement in learning
- Students are supported to build independence and make choices

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- Use of visuals including written word, symbols, icons and pictures to meet individual needs
- Adult communication is adapted to meet the individual needs of students

7.5. **Accessible Information**

Information for students and parents will be provided in accessible formats, including:

- Plain English
- Large print
- Audio recordings
- Neurodiverse accessible language
- Translated or digital formats
- Symbols, icons and pictures where necessary

Parents, carers and students will be consulted to identify additional accessible formats that may be required.

External support can also be provided when required.

7.6. **Active Participation in Decision-Making**

Students and families' views will be elicited in ways that are adapted for their individual communication profile.

Students and families will be actively involved in planning, goal setting and reviews related to learning and accessibility.

Feedback will be gathered formally through annual surveys, student feedback and parent forums to inform updates to the Accessibility Plan.

7.7. **Promoting Independence**

Students are explicitly supported to develop self-advocacy and autonomy, with support tailored to their needs.

7.8. **Equal Opportunities**

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All students are given equal access to learning and school life. Lessons, materials, communication and environments are adapted. Extra-curricular activities are inclusive with necessary adjustments.

7.9. **Employee Accessibility Commitment**

- Ensure fair recruitment processes for individuals with disabilities
- Provide necessary workplace adjustments
- Foster a barrier-free working environment

7.10. **Accessibility Plan**

The Accessibility Plan (published on our website) sets out objectives over a three-year period for:

- Increasing curriculum participation
- Improving the physical environment
- Enhancing access to information

It is reviewed annually by the Head of Education, Senior Management team and Governance Committee. Accessibility audits will consider a range of disabilities, including ambulatory, sensory, cognitive and communication areas of need. Student and parent input is sought throughout this process.

7.11. **Staff Training and Monitoring**

All staff receive regular training in accessibility and inclusion. Accessibility is embedded in lesson observations, environment audits and continuous professional development

7.12. **Specialist Therapeutic Support for Accessibility**

At East Street Farm, our multidisciplinary team plays a vital role in removing barriers to learning and participation. We work collaboratively with internal and external professionals to ensure accessibility across the curriculum, environment and information provision.

The multidisciplinary team contributes formally to the review of the Accessibility Plan to ensure therapeutic adjustments remain current.

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Occupational Therapist (OT)

- Assesses individual sensory, motor and environmental needs
- Provides tailored sensory profiles for students to support regulation and readiness to learn
- Recommends adjustments to classroom layout, furniture, equipment and routines to enhance access
- Supports the development of fine and gross motor skills and independence in daily school activities
- Contributes to risk assessments and accessibility audits

Speech and Language Therapist (SLT)

- Creates a profile of individual language and communication needs through observation, assessment and views of students and familiar people
- Supports access to learning by addressing speech, language and communication needs (SLCN)
- Provides individual and group interventions to build communication, comprehension and expressive skills
- Supports with strategies to make language more accessible, including the use of visual supports, simplified language and augmentative communication
- Advises on classroom modifications to reduce barriers to communication
- Works alongside teaching staff to integrate communication strategies into everyday learning
- Leads on audit of Communication Supportive Environment

Clinical Psychologists

- Provide assessments to understand students' cognitive, emotional and behavioural profiles
- Support individualised approaches to managing anxiety, trauma, emotional regulation, school-based stressors and other mental health difficulties that can impact accessibility
- Guide staff in implementing trauma-informed and neurodiversity-affirming practices to improve engagement and participation

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- Collaborate with staff and families to ensure psychological safety and a positive learning environment for all students

The input of our clinical team ensures that access is viewed holistically, thereby addressing the cognitive, emotional, sensory and communication needs of each student. Their work is embedded into the whole school approach and reflected in student Therapeutic Education Learning Plans (TELPs), risk assessments, Behaviour Support Plans and staff induction, formulation and ongoing training and joint working.

7.13. **Concerns or Complaints**

Concerns or complaints relating to accessibility should be raised through the school's Complaints Policy, in line with statutory requirements under the Equality Act 2010.

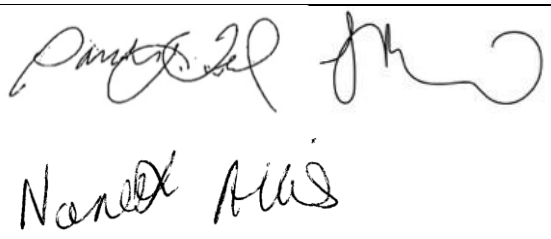
8. POLICY REVIEW AND UPDATES

This policy will be reviewed annually, or sooner if:

- Statutory or regulatory requirements are updated or
- The needs of students change

The Head of Education and Proprietors are responsible for overseeing the review process, evaluating outcomes and implementing any necessary updates.

Any revisions to this policy will be communicated to staff, parents/carers the Governance Committee and other relevant stakeholders.

Proprietors Signature: Head of Education Signature:	
Date:	05/01/2026
Review Date:	05/01/2027

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9. APPENDICES

APPENDIX 1 – EQUALITY STATEMENT

Equality Statement

East Street Farm is committed to promoting equality of opportunity and eliminating discrimination in all aspects of school life. We value the diversity of our school community and are dedicated to ensuring that every student, staff member and visitor is treated with dignity and respect.

We recognise our duty under the Equality Act 2010 to make reasonable adjustments to remove barriers to learning and participation for students with disabilities or additional needs. We actively seek to identify and reduce any form of disadvantage or inequality related to disability, race, gender, sexual orientation, religion or belief, age or socio-economic background.

In line with our core values — *Nurturing Belonging, Supporting Growth and Inspiring Change*— we strive to create an inclusive environment where everyone can access the curriculum, facilities and wider opportunities of school life. Accessibility and equality are central to our planning, policies and daily practice.
We will continue to review and develop our provision to ensure that East Street Farm remains a place where every individual feels valued, supported and empowered to achieve their full potential.

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APPENDIX 2 – EAST STREET FARM SCHOOL ACCESSIBILITY PLAN

In line with the Equality Act 2010 (three-year plan, reviewed annually)

Reviewed	Next Review	Responsible Lead	Approved by
October 2025	October 2026	Head of Education	Proprietors

Our core values:



1. Introduction

East Street Farm is committed to ensuring equality of opportunity for all students, staff and visitors. This Accessibility Plan sets out how we will improve access to the curriculum, the physical environment and communication for students with disabilities and additional needs. The plan forms part of the School Development Plan and is monitored by the Senior Management Team (SMT).

Aims. *Increase access to: (1) the curriculum; (2) the physical environment; and (3) communication* for students and families.

2. Access to the Curriculum

Issue / Barrier	Action	Responsibility	Timescale	Outcome / Impact
SEND and medical information requires	Maintain up-to-date SEND and medical registers; review	Admin Manager	Ongoing; annual review	Staff have current information to support each

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regular updating.	annually and when changes occur.			student effectively.
Diverse abilities and learning gaps from missed education.	Multi-disciplinary assessment informs individual transition and curriculum planning and adaptations.	Head of Education & SMT	By end of 2025–26 and ongoing	All students access an appropriately differentiated curriculum.
Staff confidence in inclusive practice.	Rolling training from Psychology, Occupational Therapy and Speech & Language teams; inclusive classroom strategies.	SMT / Head of Education	Annual and ongoing	Barriers to learning are identified and removed consistently.
Interventions used appropriately for progress.	Provide therapy interventions (Psychology, SaLT, OT) where clinically appropriate; review progress termly.	SENCO & Therapy Leads	At admission; reviewed termly & annually	Students make measurable progress in targeted areas.
Support for students with dyslexia.	Implement dyslexia-friendly approaches and work towards CReSTeD accreditation.	Head of Education	Long-term 2026–27	Improved literacy outcomes and learner confidence.

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Support for students with Speech, language and Communication Needs. (SLCN)	Staff training, joint working and audit of Communication Supportive Environment.	Lead Speech and Language Therapist	Annual and ongoing	Student communication is valued and they can understand, express themselves and participate fully in interactions.

3. Access to the Physical Environment

Issue / Barrier	Action	Responsibility	Timescale	Outcome / Impact
Ensuring the site remains physically accessible.	Regular checks and maintenance of ramps, accessible toilets and entrances. Assess use of the building once school site is fully operational	Health & Safety Lead	Ongoing; at admission and review cycles	Environment remains accessible for all users.
Safe access across the site.	Keep exits, doors and corridors clear; regular checks undertaken, audit these in Health & Safety meetings.	Health & Safety Lead	Ongoing	Safe movement throughout the school.

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Access to specialist regulation spaces.	Train staff on sensory room use	Psychology & OT Leads	Ongoing	Students access regulation safely and effectively.
Clear, accessible signage.	Review signage for visibility and accessibility with student/staff feedback.	Lead Speech & Language Therapist	Prior to each new term and ongoing	Improved independence and navigation.

4. Access to Information

Issue / Barrier	Action	Responsibility	Timescale	Outcome / Impact
Accessible communication for all	Communication Access training and updates for all staff.	Lead Speech and Language Therapist	At induction and annually	Staff communication adapted to meet the needs of students, families and other professionals.
Engagement and communication with parents/carers.	Provide regular engagement opportunities; offer information in accessible formats on request or when need identified.	Head of Education, Parent Liaison and SaLT team	Ongoing	Increased parent participation and understanding.

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Accessibility of website and documentation.	Annual review of website and policy documents for readability, layout, contrast and plain English. Include students and parents.	Head of Education, SMT and SaLT team	Annual review	Information is accessible to all users.
Use of visuals and alternative communication.	Train staff in visuals, symbols and alternative formats to support understanding and structure.	Lead Speech and Language Therapist	By end of 2025–26	Improved understanding for students with communication needs.
Support for parents who need interpretation or translation.	Provide interpreters, translation including BSL as required.	Head of Education	As needed	Equal access to school information for all families.

5. Monitoring, Review & Publication

This plan is reviewed annually by the Head of Education, SMT and approved by the Proprietors. A full review will occur every three years or sooner if there are significant changes to the site or student needs.

Publication: This plan is published on the East Street Farm website and available in alternative formats upon request.

Contact: Please email the school office to request an alternative format or provide feedback on accessibility.

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