

MIAG



ACCESSIBILITY POLICY & PLAN

MIAG ORGANISATIONAL POLICY

Organisation-wide

*Supporting consistent, effective practice
across the MIAG organisation.*



SUPPORTING
INDIVIDUALS



CREATING
OPPORTUNITIES



ENRICHING
COMMUNITIES

Purpose and Policy Statement:

MIAG (Meeting Individual Aspirations & Goals) is committed to providing an inclusive environment in which learners, staff and visitors can access education, information, facilities and opportunities as equitably as possible. This policy establishes the organisation-wide approach to accessibility and provides the Accessibility Plan for the three-year period 2026–2029.

The policy is grounded in the Equality Act 2010 and the specific duty on the responsible body of an independent school to prepare, implement, review and revise an accessibility plan. The plan must address three areas: increasing disabled pupils' participation in the curriculum; improving the physical environment; and improving the delivery of information to pupils with Special Educational Needs and/or Disability.

Accessibility is understood as the removal or reduction of barriers to participation, learning, communication and use of facilities. MIAG recognises that barriers may be physical, sensory, communication-related, cognitive, emotional, environmental or procedural. The response will be proportionate and based on individual circumstances, evidence and the views of those affected.

Scope:

This is an organisation-wide policy and applies across all MIAG provisions, sites, learners, staff and relevant visitors. It should be read alongside the MIAG Framework for Excellence and relevant policies and procedures, including:

- ❖ Equality and Diversity / Equality Act Policy
- ❖ SEND Policy and EHCP processes
- ❖ Safeguarding and Child Protection Policy
- ❖ Health & Safety Policy and site accessibility arrangements
- ❖ Curriculum Policy and curriculum planning
- ❖ Behaviour and Positive Handling Policy
- ❖ Admissions and transition arrangements
- ❖ Information Governance / Data Protection arrangements

Legal and Regulatory Framework:

MIAG will maintain this policy with reference to the requirements and guidance applicable to its non-association independent special school provision, including:

- ❖ Equality Act 2010, including section 6 (definition of disability), the education provisions in Part 6 and Schedule 10 (accessibility for disabled pupils)
- ❖ Equality Act 2010 (Specific Duties) Regulations 2011, where applicable to MIAG's functions
- ❖ Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years, including the requirement to consider and support the participation and progress of children and young people with SEND
- ❖ Education (Independent School Standards) Regulations 2014 and the Department for Education Independent School Standards guidance, April 2026

- ❖ Keeping Children Safe in Education 2026, where accessibility, communication, inclusion, safeguarding information and individual need intersect with safeguarding practice
- ❖ Children’s Wellbeing and Schools Act 2026 and associated changes to the wider education and safeguarding landscape, where relevant to MIAG’s functions
- ❖ Current Ofsted inspection arrangements for non-association independent schools from September 2026, including the explicit checking of compliance with paragraph 3 of Schedule 10 of the Equality Act 2010

The DfE’s April 2026 ISS guidance makes clear that the accessibility plan is a separate statutory requirement rather than an Independent School Standard itself; however, its content is relevant to curriculum delivery and accessibility, and current Ofsted arrangements may check compliance with Schedule 10.

MIAG Framework for Excellence – Golden Thread:

Accessibility is not treated as a stand-alone compliance exercise. It is embedded through the MIAG Framework for Excellence and the Five Ps. The Framework describes how MIAG works; the Five Ps provide the operational lens through which development and improvement are considered.

Framework / Five P	Accessibility application
PEOPLE	Inclusive culture, staff understanding, learner voice, wellbeing, reasonable adjustments and professional development
PRACTICE	Accessible teaching, adaptive approaches, communication, environmental practice and consistent implementation of adjustments
PROGRESS	Monitoring participation, access, outcomes and the impact of accessibility actions; using evidence to improve
PARTNERSHIP	Working with learners, parents/carers, professionals, commissioners and other partners to understand barriers and identify solutions
PERFORMANCE	Governance, compliance, resource allocation, risk management, audit and assurance that accessibility commitments are implemented

This aligns directly with the Framework domains of Leadership, Governance and Strategic Direction; Quality of Learning & Provision; Personal Development, Behaviour and Welfare; Safeguarding and Compliance; and Organisational Effectiveness. The Framework identifies inclusion, EHCP implementation, adaptive teaching, learner outcomes, family engagement, safeguarding, health and safety, information governance, staff wellbeing and impact measurement as areas for review and assurance.

Principles:

- ❖ Access should be considered at the point of planning rather than only after a barrier has emerged
- ❖ Reasonable adjustments will be considered proactively and in response to individual circumstances
- ❖ Individual need matters: a learner's EHCP, support plan, risk assessment, professional advice, communication profile and expressed preferences should inform accessibility decisions where relevant
- ❖ MIAG will seek learner and parent/carer voice when reviewing accessibility and will work with professionals where specialist advice is required
- ❖ Accessibility decisions will be proportionate, practical and focused on enabling participation, learning, safety and wellbeing
- ❖ Staff will be supported to understand disability, SEND, SEMH, sensory needs and inclusive practice
- ❖ Accessibility will be considered alongside safeguarding, health and safety, data protection and curriculum requirements rather than treated in isolation
- ❖ Identified actions will have clear ownership, timescales, evidence and review arrangements

Responsibilities:

Role	Responsibility
Directors / Governing body	Provide oversight, approve the plan where required, consider assurance information and ensure adequate resources are available for implementation
Chief Operating Officer	Lead organisation-wide implementation, monitor progress, coordinate assurance and report to Directors/Governors
Head Teacher / Provision Lead	Lead implementation within the provision, ensure accessibility is reflected in provision planning and practice, and address barriers identified for individual learners
SENDCo / DSL	Identify accessibility and SEND needs, advise on reasonable adjustments and ensure accessibility considerations connect appropriately with EHCP, safeguarding and support processes
Health & Safety Lead	Oversee physical environment considerations, accessibility audits, access routes, signage, lighting, layout and relevant site adaptations
Curriculum / Assessment Leads/Teachers	Ensure curriculum materials, teaching approaches and assessment arrangements support access and participation

Role	Responsibility
Administrators / relevant operational staff	Support accessible communication, maintain appropriate records and ensure accessibility actions and documentation are retained appropriately
All staff	Promote inclusion, implement agreed reasonable adjustments, identify barriers, listen to learners and raise concerns or improvement opportunities

Accessibility Arrangements:

Curriculum and Learning

MIAG will seek to increase learners' access to the curriculum through adaptive and differentiated teaching, accessible resources, appropriate assistive technology, flexible curriculum pathways, small-group support and other reasonable adjustments. Existing MIAG practice includes flexible pathways, differentiated teaching, small-group support and ELSA provision.

Accessibility will be considered within curriculum planning, assessment, EHCP implementation, preparation for adulthood and individual support planning. Where a barrier is identified, the relevant lead will consider what change, adjustment, equipment, communication method or additional support is reasonably required.

Physical Environment

MIAG will seek to improve the physical environment so that learners can make effective use of education, facilities and services. Accessibility reviews will consider, as relevant, access routes, entrances, circulation, teaching spaces, breakout/regulation spaces, toilets, lighting, signage, furniture layout, sensory/environmental factors and emergency arrangements.

MIAG's existing baseline identifies ground-floor teaching spaces and calm breakout areas as strengths. Any significant premises change, refurbishment, new site or change in learner profile should trigger a proportionate review of accessibility requirements.

Information and Communication

MIAG will improve the accessibility of information provided to learners and, where appropriate, parents/carers. This may include easy-read information, large print, audio, translated information, visual supports, pictorial signage, visual timetables and alternative communication methods.

Information will be provided in a way that reflects the individual's communication needs and, where relevant, their EHCP or professional recommendations. Personal information used to provide adjustments will be handled in accordance with UK GDPR and the Data Protection Act 2018.

Learner and Parent/Carer Voice

MIAG will seek feedback from learners, parents/carers and relevant professionals about accessibility. Learner voice should be meaningful and, where necessary, adapted so that the learner can participate in the process. The current MIAG plan already identifies regular learner voice, surveys and reviews as mechanisms for informing accessibility improvements.

Individual Accessibility and Reasonable Adjustments:

Where an individual learner experiences a barrier because of their Special Educational Needs and/or Disability, MIAG will consider reasonable adjustments in accordance with the Equality Act 2010. This is not limited to physical access: adjustments may relate to teaching, communication, assessment, routines, the environment, equipment, access to activities or the way a service is delivered.

Reasonable adjustments will be considered on an individual basis. Relevant information may come from the learner, parent/carers, EHCP, support plan, professional advice, observation, learner voice, risk assessment or other appropriate evidence. Adjustments should be recorded where necessary so that they are understood and implemented consistently.

An accessibility issue should not automatically be managed through a generic adjustment. Where the circumstances indicate a specific safeguarding, health and safety, SEND, risk or other specialist issue, the appropriate assessment or process must also be followed.

Accessibility Plan 2026–2029:

The following plan converts the existing MIAG accessibility priorities into a current organisation-wide improvement plan. It retains the three statutory accessibility areas while strengthening ownership, evidence and assurance in line with the MIAG Framework for Excellence.

Objective	Action	Lead	Timescale	Evidence / Success measure
Curriculum access	Review curriculum materials for accessibility, including visual resources, simplified text and assistive technology; provide CPD on inclusive/adaptive teaching	Curriculum & Assessment Lead /Teachers/ SENDCo	Annual	Curriculum reviews evidence accessible approaches; learners can access learning at their level
Staff understanding	Provide training on disability, SEND, SEMH, sensory needs, equality and accessibility, with relevant practice guidance	Head Teacher/ Provision Lead/SLT	Termly through CPD	Training completion and evidence of inclusive practice
Physical accessibility	Undertake site accessibility audits and review access routes, signage, lighting, furniture/layout and environmental barriers. Include accessibility in new premises/refurbishment planning	Headteacher /Provision Lead/ Health & Safety Lead	Termly review; annual formal audit	Audit completed; actions risk-rated, owned and tracked to completion
Learner voice	Gather regular learner feedback about barriers to participation, environment and information, using accessible methods	SENDCo / Provision Leads / All Staff	Termly	Learner feedback informs actions and review
Accessible information	Provide key information in accessible formats where required,	SENDCo / Administration	Ongoing; annual review	Requests responded to; accessible versions

Objective	Action	Lead	Timescale	Evidence / Success measure
	including visual, easy-read, large-print, audio or translated formats			available where needed
Planning and review	Include accessibility considerations in new policies, risk assessments, site plans, curriculum planning and significant organisational change	Headteacher/Provision Lead/SLT / relevant lead	Ongoing	Accessibility is evidenced within relevant planning and review records.
Individual adjustments	Maintain a clear process for identifying, agreeing, recording and reviewing reasonable adjustments and individual accessibility needs	Head Teacher / Provision Lead / SENDCo	Ongoing	Adjustments are implemented consistently and reviewed when circumstances change
Assurance and improvement	Use accessibility evidence within MIAG self-evaluation, peer review, organisational assurance and the annual quality cycle	COO/Headteacher/ Provision Lead	Annual cycle	Accessibility forms part of evidence-based assurance and improvement reporting

Monitoring, Evaluation and Assurance:

Progress against the Accessibility Plan will be monitored through the MIAG quality assurance cycle. Provision-level ownership will sit with the relevant Head Teacher / Provision Lead, with organisation-wide oversight from the COO. Directors/Governors will receive assurance through established reporting arrangements.

Monitoring will consider both activity and impact. Evidence may include:

- ❖ completion of accessibility audits and actions
- ❖ evidence of reasonable adjustments being implemented
- ❖ curriculum and learning reviews
- ❖ learner and parent/carers feedback
- ❖ EHCP and support-plan review evidence

- ❖ staff training and professional development
- ❖ complaints, concerns or identified barriers
- ❖ site and health & safety information where relevant
- ❖ peer review and provision self-evaluation findings
- ❖ inspection readiness and compliance evidence

The Framework for Excellence identifies organisational assurance as being led by the COO, with strategic oversight and identification of organisational themes and consistency across MIAG provisions. It also places accessibility-relevant matters such as inclusion, adaptive teaching, EHCP implementation, learner outcomes, family engagement, safeguarding, health and safety and impact measurement within the wider assurance model.

Review and Publication:

This policy and Accessibility Plan will be reviewed at least every three years and sooner where there is a significant change in legislation, statutory guidance, inspection arrangements, premises, provision, learner population or organisational structure. The review will consider evidence of implementation and impact, not simply whether actions have been completed.

The accessibility plan will be made available through MIAG's established publication arrangements and in an accessible format on request. The proprietor of an independent school must make a copy available for inspection if requested in accordance with Schedule 10 of the Equality Act 2010.

Linked MIAG Documents:

- ❖ MIAG Framework for Excellence
- ❖ MIAG Governance, Policy & Assurance Framework
- ❖ MIAG Equality and Diversity / Equality Act Policy
- ❖ MIAG SEND Policy
- ❖ MIAG Safeguarding and Child Protection Policy
- ❖ MIAG Curriculum Policy
- ❖ MIAG Behaviour and Positive Handling Policy
- ❖ MIAG Health & Safety Policy
- ❖ MIAG Risk Assessment arrangements
- ❖ MIAG Information Governance and Data Protection arrangements

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MIAG ~ Meeting Individual Aspiration and Goals