

Accessibility Plan

Churchwood Forest School CIC – Non-school Alternative Provision

Reference	V01 – 2026
Ownership	AP Lead
Authorised by	Emma Draper (Director)
Adopted	[insert date] 2026
Review	Annually
Legal basis	Equality Act 2010 (Schedule 10) and the Public Sector Equality Duty
Read with	Equality, Diversity & Inclusion Policy; Admissions Policy; Student Induction Policy; Risk Assessment Policy; Child Protection & Safeguarding Policy

1. Purpose and scope

Churchwood Forest School CIC is committed to ensuring that disabled pupils and pupils with special educational needs and disabilities (SEND) can take part as fully as possible in our outdoor alternative provision. This Accessibility Plan is made under the Equality Act 2010 (Schedule 10) and supports our duties under the Public Sector Equality Duty. It addresses the three areas the law requires us to plan for: access to the curriculum, the physical environment, and the delivery of information.

We work with small numbers of Key Stage 3 young people at our woodland site at Churchwood Valley, Wembury. Many of the young people we support have SEMH needs, experience emotionally based school avoidance, are neurodivergent (for example ADHD or autism) or have an Education, Health and Care Plan (EHCP). Our approach is strongly individualised and based on making reasonable adjustments for each young person.

2. What we already do

- Small staff-to-pupil ratios that allow close, individualised support.
- A pupil passport for each young person and EHCP outcomes translated into practical strategies (Student Induction Policy).
- Individual timetables and conditional, needs-led offers (Admissions Policy).
- Specialist staff CPD in trauma-informed practice, attachment, ADHD and autism (staff central record).
- Individual and activity risk assessments, including for mobility, sensory and regulation needs (Risk Assessment Policy).

3. Accessibility action plan

Area (statutory strand)	Targets / objectives	Actions	Lead	Timescale	Success measure
A. Increasing access to the curriculum	Ensure disabled pupils and pupils with SEND can participate in our learning programme.	Complete a baseline of each pupil's needs at induction and maintain a pupil passport. Adapt forest-school activities, tools and tasks to individual physical, sensory and regulation needs.	AP Lead / SENCo	Each placement / ongoing	Every pupil has a passport and an adjusted plan; EHCP outcomes are addressed

Area (statutory strand)	Targets / objectives	Actions	Lead	Timescale	Success measure
		Build in regulation / sensory breaks and flexible expectations. Keep staff SEND CPD current and involve the SENCo and commissioner in planning.			and reviewed.
B. Improving the physical environment	Enable disabled pupils to take better advantage of the provision within a natural outdoor site.	Maintain Personal Emergency Evacuation Plans (PEEPs) for anyone who needs them. Assess and, where reasonable, improve access to routes, base camp, shelter and welfare / toilet facilities. Provide adapted equipment and seating; manage terrain, seasonal and weather access through risk assessment. Plan accessible drop-off / transport with families and the LA; record reasonable adjustments where the natural environment cannot be changed.	Responsible Person (H&S) / AP Lead	Review termly / as needs arise	PEEPs in place where needed; site access risk assessments current; barriers identified and addressed or suitable alternatives provided.
C. Improving the delivery of information	Provide information to disabled pupils and families in accessible ways.	Use clear, plain language with visual supports where helpful. Offer policies and key documents in alternative formats on request (Safeguarding Policy for Parents / Carers). Use each pupil's and family's preferred communication method and record preferences. Ensure induction materials are accessible and signpost interpreting / translation where required.	AP Lead	Ongoing	Information provided in accessible formats on request; communication preferences recorded and used.

Reasonable adjustments in a natural setting: as an outdoor woodland provision, some features of the physical environment cannot be altered. Where this is the case, we identify the barrier through risk assessment and provide reasonable adjustments or suitable alternative arrangements so that the young person can still take part.

4. Review and monitoring

This plan is reviewed at least annually by the Education Leadership Team and approved by the Board. Progress is monitored through our quality-assurance and audit cycle, and individual adjustments are reviewed at each placement review with the young person, their family and the commissioner.

Note: *This plan is immediately usable and can be developed further by the setting — for example by adding site-specific access details, named individuals, specific dates and any building or equipment improvements planned.*