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Lead Officer: Roxy Durran (Quality and Compliance Manager)



TOAST Accessibility Plan

1. Purpose

TOAST is committed to providing an inclusive, welcoming and accessible learning environment where every learner has equitable opportunities to participate, achieve and prepare for adulthood.

This Accessibility Plan sets out how TOAST will continually improve access to education, learning environments and information for learners with disabilities and additional needs. It demonstrates our commitment to removing barriers to learning, promoting independence and ensuring that all learners can participate fully in the life of the provision.

The plan has been developed in accordance with the Equality Act 2010 and supports TOAST's wider commitment to inclusion, safeguarding, equality, diversity and high-quality education.

The aims of this Accessibility Plan are to:

- Increase access to the curriculum for learners with disabilities and additional needs.
- Improve the physical environment to enable greater accessibility where reasonably practicable.
- Improve the availability of information in accessible formats.
- Promote independence, inclusion and participation.
- Ensure reasonable adjustments are identified and implemented.
- Remove barriers that may prevent learners from achieving positive outcomes.
- Promote continuous improvement through regular review and quality assurance.

2. Links to Other Policies

This Accessibility Plan should be read alongside:

- Equality, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Learner Support Policy
- Curriculum Policy
- Behaviour Policy

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- Positive Behaviour Support (PBS) Policy
- Safeguarding Children and Young People Policy
- Risk Assessment and Risk Management Policy
- Health and Safety Policy
- Educational Visits Policy
- Online Safety Policy
- Data Protection and Information Sharing Procedure
- Complaints and Concerns Procedure
- Medical Needs and Medication Policy



3. Associated Procedures

This plan is supported by the following procedures:

- Admissions Procedure
- Education, Health and Care Plan (EHCP) Review Procedure
- Barrier Needs Assessment Procedure
- Reasonable Adjustments Procedure
- Risk Assessment Procedure
- Personal Emergency Evacuation Plan (PEEP) Procedure
- Educational Visits Procedure
- Accessibility Audit Procedure
- Learner Support Procedure

4. Principles

TOAST believes that every learner has the right to access a high-quality, inclusive education in an environment that promotes dignity, respect, independence, participation and achievement. We are committed to creating a culture where diversity is valued, individual strengths are recognised and barriers to learning and participation are proactively identified and removed.

Accessibility extends beyond the physical environment and includes access to learning, communication, information, the curriculum, enrichment opportunities, community activities, social experiences and all aspects of provision. TOAST recognises that every learner has unique strengths, aspirations and support needs, and that accessibility should be considered in every aspect of planning, decision-making and service delivery.

TOAST is committed to:

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- Promoting equality of opportunity for all learners.
- Removing or reducing barriers that may prevent learners from participating fully in education and wider provision.
- Providing person-centred, inclusive and trauma-informed support.
- Recognising and celebrating individual strengths, abilities and achievements.
- Making reasonable adjustments in accordance with the Equality Act 2010.
- Promoting independence, self-advocacy and preparation for adulthood.
- Ensuring accessibility is considered when planning learning activities, educational visits, community experiences and the physical environment.
- Providing information in accessible formats appropriate to individual communication needs.
- Promoting the use of assistive technology, including Augmentative and Alternative Communication (AAC), hearing assistive technology and other specialist equipment where appropriate.
- Working collaboratively with learners, parents or carers, staff and external professionals to identify and remove barriers to learning and participation.
- Encouraging learner voice and ensuring learners are actively involved in decisions that affect them wherever possible.
- Promoting a culture of continuous reflection, improvement and inclusive practice across the provision.

TOAST recognises that accessibility is an ongoing process rather than a one-time action. The provision is committed to continually reviewing its environments, curriculum, resources and practices to ensure that all learners have equitable opportunities to participate, achieve positive outcomes and prepare successfully for adulthood.

5. Scope

This Accessibility Plan applies to all learners attending TOAST and covers every aspect of the provision.

It applies to:

- Teaching and learning.
- Community-based learning.
- Educational visits.
- Enrichment activities.
- Vocational learning.
- Therapy and intervention sessions.
- Information provided to learners and families.
- Buildings and learning environments.
- Outdoor learning spaces.
- Communication methods.

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- Digital learning resources.
- Emergency procedures.



The plan applies to all employees, volunteers, contractors and visitors working within or accessing TOAST.

6. Roles and Responsibilities

Chief Executive Officer (CEO)

The Chief Executive Officer has overall accountability for ensuring that TOAST meets its duties under the Equality Act 2010 and promotes an inclusive culture across the provision.

The Chief Executive Officer will:

- Ensure compliance with the Equality Act 2010 and relevant legislation.
- Ensure appropriate governance arrangements are in place to support accessibility.
- Ensure sufficient resources are available to implement this Accessibility Plan.
- Promote an organisational culture of equality, diversity and inclusion.
- Receive assurance that accessibility arrangements remain effective.
- Support continuous improvement in accessibility across TOAST.

Strategy, Learning and Development Director

The Strategy, Learning and Development Director has operational responsibility for ensuring that this Accessibility Plan is implemented consistently across TOAST and that accessibility is embedded within all aspects of the provision. They will provide strategic leadership to promote an inclusive learning environment where barriers to participation are identified, reduced and, where possible, removed.

The Strategy, Learning and Development Director will:

- Ensure this Accessibility Plan is implemented consistently across all areas of the TOAST provision.
- Promote a culture of inclusion, equality, diversity and accessibility throughout the organisation.
- Ensure accessibility is embedded within teaching, learning, assessment, enrichment activities and preparation for adulthood.

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- Ensure accessibility considerations are incorporated into curriculum planning, service development and decision-making.
- Support the identification and implementation of reasonable adjustments to meet the individual needs of learners.
- Ensure learners have equitable opportunities to access the curriculum, community-based learning, educational visits and wider provision.
- Promote the use of inclusive teaching strategies, accessible resources and assistive technology where appropriate.
- Work collaboratively with the SEN and Inclusion Manager, Coordinators, the Person Nominated for Quality Assurance and Compliance and external professionals to continually improve accessibility across the provision.
- Promote learner voice and ensure learners and families are actively involved in decisions relating to accessibility and reasonable adjustments wherever appropriate.
- Review emerging legislation, statutory guidance and recognised best practice to ensure accessibility arrangements remain effective and compliant.
- Report significant themes, developments and recommendations relating to accessibility to the Chief Executive Officer as part of TOAST's quality assurance and governance arrangements.
- Promote continuous improvement through learner feedback, quality assurance activities, accessibility audits and self-evaluation.

SEN and Inclusion Manager

The SEN and Inclusion Manager is responsible for ensuring that accessibility arrangements reflect the individual strengths, needs and aspirations of learners, promoting an inclusive and person-centred approach across all aspects of the TOAST provision. They will work collaboratively with staff, learners, parents or carers and external professionals to identify and remove barriers to participation, learning and achievement.

The SEN and Inclusion Manager will:

- Ensure accessibility needs are identified during the admissions process, transition planning and ongoing learner reviews.
- Coordinate and oversee the implementation of reasonable adjustments to support learners in accessing all aspects of the provision.
- Support staff in implementing inclusive, person-centred and trauma-informed practice.
- Work collaboratively with learners, parents or carers, external professionals and partner agencies to identify and address barriers to learning and participation.
- Ensure accessibility arrangements are appropriately reflected within Education, Health and Care Plans (EHCPs), Individual Learning Plans (ILPs),

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Positive Behaviour Support (PBS) Plans, Barrier Needs Assessments, Individual Risk Assessments, Healthcare Plans and other relevant documentation.

- Promote the effective use of assistive technology, including Augmentative and Alternative Communication (AAC), hearing assistive technology, specialist equipment and accessible learning resources where appropriate.
- Provide advice, guidance and support to staff on meeting the diverse needs of learners and implementing reasonable adjustments effectively.
- Ensure learner voice is considered when planning accessibility arrangements and that learners are supported to express their views using their preferred methods of communication.
- Monitor the effectiveness of accessibility arrangements through regular reviews, observations, learner feedback and collaborative working with staff and families.
- Identify where additional assessments, specialist advice or external support may be required to enhance accessibility and learner outcomes.
- Work collaboratively with the Strategy, Learning and Development Director, Person Nominated for Quality Assurance and Compliance, Coordinators and other professionals to promote continuous improvement in accessibility across the provision.
- Contribute to the ongoing review and development of this Accessibility Plan to ensure it reflects current legislation, statutory guidance, recognised best practice and the evolving needs of learners.

Person Nominated for Quality Assurance and Compliance

The Person Nominated for Quality Assurance and Compliance is responsible for supporting the effective implementation, communication, monitoring and continuous review of this Accessibility Plan, ensuring that accessibility remains embedded within everyday practice across TOAST and continues to meet legislative requirements, statutory guidance and recognised best practice.

The Person Nominated for Quality Assurance and Compliance will:

- Ensure this Accessibility Plan is communicated effectively to all employees, volunteers and relevant stakeholders.
- Ensure staff have access to the current version of the plan and are informed of any updates or revisions.
- Support managers and coordinators to embed the requirements of this Accessibility Plan into day-to-day practice.
- Monitor compliance through quality assurance activities, accessibility audits, observations, learner voice, staff discussions and policy compliance reviews.
- Monitor progress against the Accessibility Action Plan, ensuring agreed actions are implemented within agreed timescales.

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- Review accessibility arrangements to identify trends, barriers to participation and opportunities for improvement.
- Gather and evaluate feedback from learners, parents or carers, staff and external professionals to inform the ongoing development of accessibility across the provision.
- Ensure findings from audits, inspections and quality assurance activities are reported to the Senior Leadership Team and contribute to continuous improvement.
- Identify training, supervision or development needs arising from quality assurance activities and support the implementation of appropriate learning opportunities.
- Work collaboratively with the Strategy, Learning and Development Director, SEN and Inclusion Manager, Coordinators and external professionals to promote inclusive practice and improve accessibility throughout TOAST.
- Coordinate the scheduled review of this Accessibility Plan, ensuring it reflects changes to legislation, statutory guidance, recognised best practice and the evolving needs of learners.
- Provide assurance to the Chief Executive Officer and Senior Leadership Team that accessibility arrangements remain effective, proportionate and compliant with organisational and statutory requirements.

Coordinators

Coordinators are responsible for promoting inclusive practice and ensuring that accessibility arrangements are implemented consistently within their areas of responsibility. They will support staff to identify and remove barriers to learning, participation and achievement, ensuring that learners are able to access all aspects of the TOAST provision.

Coordinators will:

- Promote a culture of inclusion, equality and accessibility within their areas of responsibility.
- Support staff to implement this Accessibility Plan and agreed accessibility arrangements consistently.
- Ensure barriers to learning, participation and independence are identified promptly and addressed through appropriate support and reasonable adjustments.
- Monitor the effectiveness of reasonable adjustments and individual accessibility arrangements to ensure they continue to meet learners' needs.
- Ensure accessibility considerations are incorporated into teaching, learning, enrichment activities, educational visits and community-based learning.
- Support the implementation of Education, Health and Care Plans (EHCPs), Individual Learning Plans (ILPs), Positive Behaviour Support (PBS) Plans,

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Barrier Needs Assessments, Individual Risk Assessments and other relevant support plans.

- Promote the use of accessible resources, assistive technology and appropriate communication methods, including Augmentative and Alternative Communication (AAC), where required.
- Work collaboratively with learners, parents or carers, the SEN and Inclusion Manager, staff and external professionals to promote positive outcomes and remove barriers to participation.
- Ensure learner voice is actively sought and considered when reviewing accessibility arrangements and reasonable adjustments.
- Monitor accessibility concerns, identify emerging themes and report these to the Strategy, Learning and Development Director and the Person Nominated for Quality Assurance and Compliance to support continuous improvement.
- Escalate concerns where additional support, specialist advice, resources or environmental adaptations may be required.
- Support staff to develop inclusive practice through coaching, guidance and the sharing of good practice.
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Staff

All staff have a responsibility to promote equality, inclusion and accessibility and to ensure that accessible practice is embedded within their everyday work. Every member of staff plays an important role in identifying and removing barriers to learning, participation and achievement, enabling learners to access all aspects of the TOAST provision.

Staff will:

- Read, understand and comply with this Accessibility Plan and associated organisational policies and procedures.
- Implement reasonable adjustments and individual accessibility arrangements identified for learners.
- Promote inclusive, person-centred and trauma-informed teaching, learning and support.
- Use accessible communication methods appropriate to learners' individual needs, including Augmentative and Alternative Communication (AAC), visual supports, symbols, hearing assistive technology and other specialist resources where appropriate.
- Encourage learner independence, choice and participation wherever possible.
- Identify and report barriers to learning, participation or accessibility promptly to their Coordinator or the SEN and Inclusion Manager.
- Work collaboratively with learners, parents or carers, colleagues and external professionals to support positive outcomes and equitable access to education.

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- Encourage and value learner voice, ensuring learners are supported to express their views using their preferred methods of communication.
- Adapt teaching strategies, resources and learning environments to meet individual learner needs wherever reasonably practicable.
- Promote the appropriate use of assistive technology and accessible learning resources.
- Participate in relevant training, professional development and supervision to enhance inclusive practice.
- Report concerns where additional support, reasonable adjustments or specialist advice may be required.
- Promote a culture of dignity, respect, equality and inclusion in all interactions with learners, colleagues and visitors.

Through their day-to-day practice, all staff are expected to contribute to creating an environment where every learner feels valued, included and supported to achieve their full potential, preparing them for greater independence and successful participation in adult life.

7. Legal Framework

This Accessibility Plan has been developed with reference to:

- Equality Act 2010.
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years.
- Independent School Standards.
- Keeping Children Safe in Education (KCSIE).
- Human Rights Act 1998.
- Children and Families Act 2014.
- United Nations Convention on the Rights of Persons with Disabilities.
- United Nations Convention on the Rights of the Child.

TOAST recognises its legal duty to make reasonable adjustments for disabled learners and to plan strategically for the ongoing improvement of accessibility across the provision.

Accessibility considerations will be incorporated into strategic planning, quality assurance, curriculum development, environmental improvements and learner support to ensure that all learners have equitable opportunities to participate and succeed.

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8. Current Accessibility Arrangements

TOAST is committed to maintaining an environment where learners can access education, support and wider opportunities regardless of disability, additional needs or individual circumstances.

Current accessibility arrangements include, but are not limited to:

- Individualised learning programmes tailored to learner needs.
- Education, Health and Care Plan (EHCP) reviews and person-centred planning.
- Reasonable adjustments to teaching, learning and assessment.
- Accessible teaching resources and differentiated learning materials.
- The use of Augmentative and Alternative Communication (AAC), visual supports and other specialist communication methods.
- Hearing assistive technology and other assistive equipment where appropriate.
- Positive Behaviour Support (PBS) approaches.
- Barrier Needs Assessments and Individual Risk Assessments.
- Accessible educational visits and community-based learning opportunities.
- Accessible information for learners and families where required.
- Ongoing staff training in inclusive practice.
- Partnership working with parents or carers and external professionals.

TOAST recognises that accessibility requirements will change as learner needs evolve. Accessibility arrangements will therefore be reviewed regularly to ensure they continue to meet the needs of learners and support positive outcomes.

9. Improving Access to the Curriculum

TOAST is committed to ensuring that every learner has access to a broad, balanced, ambitious and inclusive curriculum that is appropriately adapted to meet their individual strengths, needs, aspirations and intended outcomes. The curriculum is designed to promote independence, preparation for adulthood and meaningful participation in learning, recognising that learners may require different approaches and levels of support to achieve success.

TOAST will continually review and develop its curriculum to ensure that barriers to learning are identified and removed wherever reasonably practicable, enabling all learners to participate fully in educational, vocational, therapeutic and community-based learning opportunities.

Accessibility to the curriculum will be promoted by:

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- Delivering person-centred, inclusive and trauma-informed teaching, learning and assessment.
- Differentiating teaching strategies, learning activities and assessment methods to meet individual learner needs.
- Providing accessible learning resources in a range of appropriate formats.
- Promoting the use of assistive technology, including Augmentative and Alternative Communication (AAC), hearing assistive technology and other specialist equipment where appropriate.
- Supporting learners through visual supports, symbols, objects of reference, simplified language and other preferred communication methods.
- Identifying and removing unnecessary barriers to learning, participation and achievement.
- Implementing reasonable adjustments in accordance with the Equality Act 2010.
- Supporting learners to develop independence, confidence, resilience and preparation for adulthood through meaningful learning experiences.
- Ensuring educational visits, enrichment activities, work experience, community-based learning and other curriculum opportunities are planned to maximise accessibility and participation.
- Reflecting individual accessibility arrangements within Education, Health and Care Plans (EHCPs), Individual Learning Plans (ILPs), Positive Behaviour Support (PBS) Plans, Barrier Needs Assessments, Individual Risk Assessments and other relevant support documentation where appropriate.
- Encouraging learner voice and involving learners in decisions about how they access learning, using their preferred methods of communication.
- Working collaboratively with learners, parents or carers, staff and external professionals to continually improve curriculum accessibility and learner outcomes.
- Monitoring curriculum accessibility through learner progress, quality assurance activities, observations, learner voice, family feedback and regular curriculum reviews.

Curriculum accessibility will be reviewed regularly to ensure that learners continue to receive equitable opportunities to participate, achieve and make meaningful progress. Where barriers to learning are identified, appropriate actions and reasonable adjustments will be implemented, monitored and reviewed to support positive outcomes for every learner.

10. Improving the Physical Environment

TOAST will continually review its learning environments to identify opportunities to improve accessibility for learners, employees and visitors.

Where reasonably practicable, TOAST will:

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- Maintain safe, accessible learning environments.
- Ensure classrooms and communal areas remain free from unnecessary obstacles.
- Consider the accessibility of furniture, equipment and learning resources.
- Improve signage where appropriate.
- Consider lighting, acoustics and sensory needs.
- Ensure emergency evacuation arrangements are appropriate for individual needs.
- Review accessibility during refurbishment or improvement works.
- Promote inclusive access to outdoor learning environments and community-based activities.

Where environmental barriers are identified, TOAST will consider reasonable adjustments and improvements that support safe and equitable access.

11. Improving Access to Information

TOAST recognises that accessible information is essential to enabling learners and families to participate fully in education and decision-making.

Where appropriate, information will be made available in formats that meet individual needs.

Accessible formats may include:

- Easy Read.
- Large print.
- Visual supports.
- Symbols.
- Augmentative and Alternative Communication (AAC).
- Digital formats.
- Audio formats.
- Plain English documents.
- Translation or interpretation services where appropriate.

Staff will work collaboratively with learners and families to determine the most appropriate methods of communication.

Where appropriate, learners will be supported to understand information through individual communication strategies and reasonable adjustments.

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12. Working in Partnership

TOAST recognises that effective accessibility is achieved through collaborative working and meaningful partnerships.

TOAST will work closely with:

- Learners.
- Parents or carers.
- Families.
- Local Authorities.
- Health professionals.
- Therapists.
- Educational psychologists.
- Social workers.
- Advocacy services.
- Community partners.
- Other professionals involved in supporting learners.

Partnership working will support:

- The identification of accessibility needs.
- The planning of reasonable adjustments.
- Reviews of accessibility arrangements.
- Transition planning.
- Preparation for adulthood.
- Continuous improvement of the learner experience.

Learner voice will remain central to all accessibility planning, and learners will be supported to express their views using their preferred methods of communication.

13. Monitoring and Review

TOAST is committed to continually monitoring and reviewing accessibility to ensure that learners can participate fully in all aspects of the provision.

This Accessibility Plan will be reviewed annually or sooner where required following:

- Changes to legislation or statutory guidance.
- Updates to the Equality Act 2010 or SEND guidance.
- Changes to the Independent School Standards.
- Findings from accessibility audits or quality assurance activities.
- Significant changes to the learning environment.

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- Feedback from learners, parents or carers and staff.
- Recommendations from external professionals.
- Changes to learner needs or organisational priorities.



The **Strategy, Learning and Development Director** has operational responsibility for overseeing the implementation of this Accessibility Plan across TOAST.

The **Person Nominated for Quality Assurance and Compliance** is responsible for ensuring the plan is communicated effectively, monitoring compliance through quality assurance activities, coordinating accessibility audits and reviews, monitoring progress against the Accessibility Action Plan and identifying opportunities for continuous improvement.

The **SEN and Inclusion Manager** will contribute to the monitoring and review of accessibility arrangements by evaluating the effectiveness of reasonable adjustments, reviewing learner outcomes and ensuring that accessibility arrangements continue to meet the individual needs of learners.

Accessibility audits, learner voice, family feedback, quality assurance findings and annual reviews will inform future planning and contribute to the ongoing development of an inclusive, accessible and person-centred provision.

Where monitoring identifies barriers or areas requiring improvement, appropriate action plans will be developed, implemented and reviewed to ensure continuous improvement and compliance with legislative requirements and recognised best practice.

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14. Three-Year Accessibility Action Plan (2026–2029)

The following action plan sets out TOAST's priorities for continually improving accessibility across the provision. Progress against each objective will be monitored through quality assurance activities and reviewed annually.

Priority Area	Action	Lead Responsibility	Timescale	Success Criteria	Progress / Review
Curriculum	Review curriculum resources to ensure they are accessible for learners with a range of communication, sensory and learning needs.	Strategy, Learning and Development Director / SEN and Inclusion Manager	Ongoing	Learners can access learning through appropriate resources and reasonable adjustments.	
Curriculum	Continue to develop person-centred teaching approaches that promote participation and independence.	Coordinators	Ongoing	Learner engagement and participation continue to improve.	
Curriculum	Increase the use of assistive technology, including AAC, hearing assistive technology and accessible digital resources where appropriate.	SEN and Inclusion Manager	Ongoing	Learners are able to access learning using their preferred methods of communication.	
Curriculum	Ensure accessibility is considered when planning educational visits, community learning and enrichment activities.	Coordinators	Ongoing	All learners are able to participate safely and meaningfully.	
Environment	Review learning environments annually to	Strategy, Learning and	Annual	Learning environments	

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	identify and remove physical barriers to accessibility where reasonably practicable.	Development Director		remain safe and accessible.	
Environment	Review signage, lighting, acoustics and sensory environments to improve accessibility.	Coordinators	Annual	Improvements completed where required.	
Environment	Ensure emergency evacuation arrangements and Personal Emergency Evacuation Plans (PEEPs) reflect individual learner needs.	SEN and Inclusion Manager	Ongoing	Appropriate evacuation arrangements remain in place.	
Environment	Ensure accessibility is considered when purchasing new furniture, equipment and resources.	Strategy, Learning and Development Director	Ongoing	New resources support inclusive practice.	
Information	Continue to provide information in accessible formats appropriate to individual learner needs.	SEN and Inclusion Manager	Ongoing	Learners and families can access information in suitable formats.	
Information	Review communication methods to ensure learners can access information using their preferred communication methods.	Coordinators	Annual	Communication remains accessible to all learners.	

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Information	Expand the availability of Easy Read resources, visual supports and accessible digital information.	SEN and Inclusion Manager	Ongoing	Increased availability of accessible information.	
Quality Assurance	Complete annual accessibility audits across the provision.	Person Nominated for Quality Assurance and Compliance	Annual	Accessibility audits completed and action plans developed.	
Quality Assurance	Review learner voice, parent/carer feedback and quality assurance findings to identify barriers to participation.	Person Nominated for Quality Assurance and Compliance	Ongoing	Feedback informs continuous improvement.	
Partnerships	Continue to work collaboratively with learners, parents or carers and external professionals to identify and remove barriers to learning and participation.	SEN and Inclusion Manager	Ongoing	Positive outcomes demonstrated through learner reviews.	

Annual Review of the Accessibility Action Plan

The Accessibility Action Plan will be formally reviewed at least annually.

The review will consider:

- Progress against each action identified within the plan.
- Learner voice and participation.
- Parent or carer feedback.
- Staff feedback.
- Accessibility audit findings.
- Outcomes from quality assurance activities.
- Changes to legislation or statutory guidance.

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- Recommendations from external professionals.
- Changes to learner needs.
- Future priorities for accessibility improvements.

Where actions have been completed, new objectives will be identified to support the continued development of an inclusive and accessible provision.



Success Measures

TOAST will measure the effectiveness of this Accessibility Plan through:

- Improved learner participation across all aspects of the curriculum.
- Increased learner independence and confidence.
- Positive learner, parent/carer and staff feedback.
- Successful implementation of reasonable adjustments.
- Increased use of accessible resources and assistive technology.
- Improved accessibility of learning environments.
- Evidence from quality assurance activities and accessibility audits.
- Positive outcomes from learner reviews and EHCP reviews.
- Compliance with the Equality Act 2010 and Independent School Standards.

The Strategy, Learning and Development Director, SEN and Inclusion Manager and Person Nominated for Quality Assurance and Compliance will work collaboratively to review progress and ensure accessibility remains an integral part of strategic planning, curriculum development and everyday practice across TOAST.