Park Lodge School

Accessibility Plan

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Introduction

School context

Park Lodge School is a highly specialist provision for young people admitted to Park Lodge Clinic, a Tier 4 CAMHS Eating Disorder Service. We are not a mainstream setting: our students present with complex needs that require education to be fully integrated into their clinical care and recovery. While most students have a primary diagnosis of an eating disorder or eating-related difficulty, many also experience co-occurring mental health conditions such as depression, OCD, or anxiety.

A significant feature of our student profile is disengagement from education prior to admission. Many have experienced long periods out of school, disrupted learning journeys, or strained relationships with education. Re-engagement is therefore central to our work. From admission, we build a detailed picture of each young person's educational history, health needs, and personal circumstances, enabling us to design personalised programmes that focus not only on academic progress but also on restoring confidence, rebuilding routines, and preparing students for their next steps.

Students are admitted and discharged throughout the year, with the average stay being 16–20 weeks, though some remain significantly longer depending on clinical needs. All placements are commissioned by home Local Authorities, who retain statutory responsibility for education. Close collaboration with families, home schools, and community teams ensures continuity of learning and a supported transition post-discharge.

The school operates within Park Lodge Hospital and is embedded in the work of the hospital's Multi-Disciplinary Team, including Psychiatrists, Psychologists, Occupational Therapists, Social Workers, and Nursing and Care staff. Education is not delivered in isolation but as a core part of recovery. Daily collaboration with clinical colleagues aligns learning with therapeutic progress so that barriers are understood holistically and education actively contributes to reintegration.

Our ethos is built on personalisation, flexibility, and partnership. We work at the intersection of health, education, and family life, ensuring every young person has the opportunity to re-engage with learning, develop resilience, and transition successfully back into their home, school, and wider community.

Ethos and Vision

At Park Lodge School, our ethos reflects the unique circumstances in which we work. We educate young people who are inpatients at Park Lodge Clinic, a Tier 4 CAMHS Eating Disorder Service. Education here is not an add-on: it is an essential strand of treatment and recovery. Everything we do is shaped by our commitment to each student's health, wellbeing, and future.

Our core values are expressed through the acronym HEALTH, which captures the spirit of our school:

- Hopeful Environment – We create a climate of optimism and possibility, helping young people to see beyond their immediate challenges and believe in their capacity to grow.
- Empathy and Understanding – We foster a community that listens, understands, and values every individual, ensuring students feel safe, seen, and supported.
- Achievement – We celebrate progress in all its forms. Academic success is important, but so too is confidence, resilience, and re-engagement with learning.
- Lifelong Learning – We model curiosity and growth, encouraging students and staff to continue developing their skills, knowledge, and aspirations.
- Therapeutic Support – Working hand-in-hand with the hospital's clinical team, we integrate therapeutic strategies into daily learning, ensuring education is part of the recovery journey.
- Holistic Wellness – We see the whole child: their health, their learning, their family, and their future. Our goal is to equip students for a successful return to education, home, and community life.

These values underpin our ethos and define our purpose. Park Lodge is a place where education and recovery go hand in hand, where barriers are met with creativity and compassion, and where every young person is given the chance to rediscover their voice, their talents, and their future.

Our vision is that every young person leaves Park Lodge having re-engaged with education, equipped with renewed confidence, resilience, and the skills to thrive in life beyond the hospital.

Statement of Intent

At Park Lodge School, we are committed to fostering an inclusive and supportive environment where all students, regardless of physical, sensory, cognitive, or emotional disabilities, are valued and supported to succeed. This Accessibility Plan reflects our commitment to promoting equality, accessibility, and personalised support for students, ensuring they can thrive in an environment responsive to their diverse needs.

In line with Paragraph 3 of Schedule 10 of the Equality Act 2010, we recognise our statutory duty to prepare, implement, and review this Accessibility Plan. The plan focuses on:

- Increasing access to the curriculum, including teaching, learning, extracurricular opportunities, and broader school life;
- Improving the physical environment to enable full participation in education;
- Enhancing the delivery of information, ensuring materials are accessible for those with sensory, communication, or SEMH needs;
- Supporting emotional wellbeing, recognising that education and therapeutic care are inseparable in our hospital setting.

Our approach is grounded in empathy, flexibility, and proactive planning, empowering pupils to reach their potential in a nurturing, fully accessible environment.

Priority 1: Increasing Access to the Curriculum

Objective	Action	Timescale	Responsibility	Success criteria
Ensure curriculum materials are accessible for pupils with SEMH and medical needs, including eating disorders	Collaborate with home schools and develop personalised curriculum pathways; tailor materials based on pupil health needs	Ongoing – reviewed as part of weekly MDT meetings	Head Teacher, Deputy Head Teacher, Key Teacher	Pupils engage with learning in a flexible, manageable way, tailored to their needs
Support access to online learning	Ensure appropriate technology, supervision, and quiet environment; coordinate with home school/LA online provision	Ongoing – respond as required	Education Team (record communication on Contact Log)	Pupils can participate effectively in remote learning
Adapt learning to individual medical, emotional, and cognitive needs	Implement personalised learning plans with rest breaks, reduced load, and flexibility; update SEND information on CroL	Ongoing – aligned with IEP and Care Review cycles	Education Team, Healthcare Team	Pupils can engage with learning without undue stress
Staff awareness of medical conditions (e.g., SEMH, mobility needs, eating disorders)	Provide CPD on condition-specific, trauma-informed, and health-sensitive approaches; update staff weekly via MDT education report	Ongoing	Education Team, Healthcare Team	Staff respond appropriately and sensitively to pupil needs

Priority 2: Improving the Physical Environment

Objective	Action	Timescale	Responsibility	Success criteria
Ensure wheelchair accessibility across the site	Review ramps, lifts, doorways, and toilet facilities	Minimum annually; half-termly premises review	Head Teacher, Park Lodge Maintenance	Pupils using wheelchairs can access all necessary areas safely
Provide low-stimulation, comfortable learning spaces	Use calm décor, natural light, and flexible seating	Ongoing	Head Teacher, Park Lodge Maintenance	Pupils are settled and able to engage in learning
Maintain inclusive emergency procedures	Review individual risk assessments and evacuation plans	Ongoing	Education Team, Healthcare Team	Emergency procedures are safe, clear, and accessible for all pupils

Priority 3: Improving the Availability of Accessible Information

Objective	Action	Timescale	Responsibility	Success criteria
Ensure all communication with pupils and families is accessible	Provide information in plain English, visual, or accessible digital formats	Ongoing	School Admin, Leadership	Families are informed and engaged regardless of literacy or access needs
Provide information suitable for pupils with SEMH or sensory needs	Use visual timetables, now-and-next boards, and simplified formats	Ongoing	Head Teacher, Deputy Head Teacher, Key Teacher	Pupils understand routines and expectations, reducing anxiety
Coordinate with home schools for aligned communication	Share relevant information to maintain consistency	Ongoing	Head Teacher, Deputy Head Teacher, Key Teacher	Pupils experience a joined-up approach between settings

Priority 4: Supporting Emotional Wellbeing (via Hospital Provision)

Objective	Action	Timescale	Responsibility	Success criteria
Ensure pupils have access to emotional wellbeing support	Liaise with hospital therapy and clinical teams	Ongoing	Education Team, Healthcare Team	Pupils feel emotionally supported while accessing education
Promote a nurturing learning environment	Embed relational approaches and routines that reinforce safety, belonging, and dignity	Ongoing	Education Team	Pupils engage more confidently and express needs appropriately
Respect pupil capacity and thresholds	Adjust expectations according to therapeutic guidance and clinical advice	Ongoing	Education Team, Healthcare Team	Pupils are not overwhelmed; education supports recovery

Summary

This plan ensures Park Lodge Hospital School provides an inclusive, trauma-informed, SEMH-sensitive environment. It prioritises personalised education, emotional wellbeing, and accessibility, reinforcing our commitment to equality and enabling all pupils to succeed.