

Forest School Accessibility, Inclusion & SEND Policy

1. Purpose and Commitment

We are committed to making our Forest School inclusive and accessible to all learners, accommodating for any physical, intellectual, social, or emotional needs. We value the uniqueness of every individual and believe outdoor learning supports the holistic development of all children and young people. Our policy reflects the principles of equality, dignity, and participation for all.

2. Legal Framework

This policy is developed with regard to the following UK legislation and statutory guidance:

- **Equality Act 2010** – prohibits discrimination and requires reasonable adjustments for disabled persons. [Equality Act 2010: guidance - GOV.UK](#)
- **Children and Families Act 2014 & SEND Code of Practice (0–25 years)** – sets out inclusive practice and provision for children with SEND. [GOV.UK](#)
- **Public Sector Equality Duty** – promotes equality of opportunity and good relations across protected characteristics. [Public Sector Equality Duty: guidance for public authorities - GOV.UK](#)

3. Definitions

- **Accessibility:** The suitability to be reached, used, and engaged in.
- **SEND (Special Educational Needs and Disabilities):** Needs that require additional or different provision to enable access to learning and participation.
- **Inclusion:** Ensuring every learner can participate fully and confidently in Forest School activities.

4. Principles

Our Forest School will:

- **Respect and value diversity** by recognising and responding to individual strengths and needs.

Date Created: 30/12/2025

- **Remove barriers to participation** by making reasonable adjustments and offering adaptations so learners can access activities safely and meaningfully.
- **Engage learners and families** in planning, reviewing, and evaluating support.
- **Foster dignity and independence**, tailoring experiences that support social, emotional, intellectual, and physical development.

5. Access and Reasonable Adjustments

We will:

- Assess activities and sites to identify barriers to access and put in place **reasonable adjustments** (e.g., physical access routes, activity adaptations, sensory considerations).
- Work collaboratively with learners, parents/carers, specialist professionals, and referring settings to plan appropriate support.
- Provide auxiliary aids, support, or adaptations where reasonable and necessary to prevent disadvantage.

6. Implementation

To implement this policy we will:

- Train and support staff and volunteers in inclusive practice and SEND awareness.
- Plan sessions with flexibility to meet a range of needs while maintaining safety and challenge.
- Review individual needs regularly and adjust support as required.
- Record and review inclusivity actions and outcomes to improve provision over time.

7. Safeguarding and Risk Management

We will balance inclusion with safety by conducting individualised risk assessments that identify adjustments required to support participation without compromising well-being.

8. Monitoring and Review

Date Created: 30/12/2025

This policy will be reviewed annually and updated to reflect changes in legislation, guidance, or the needs of our learners.