Accessibility plan

Southend YMCA Community School

building a future

Approved by:	The Headteacher & The Governing Body	**Date:**	September 2024
Last reviewed on:	September 2024		
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our Alternative Provision is for students who cannot attend mainstream school for a variety of reasons, such as school exclusion, behaviour issues, short- or long-term illness, school refusal or those just not suited to mainstream education. It is our mission and vision to ensure all children receive a high-quality education and we 'stand in the gap' to support and help them experience success.

Our three core values are the ***DNA*** of the school. Each value is represented within the curriculum and within the wider school offer. They play an important role in our students experiencing success both inside and outside the classroom. ***RESPECT, POTENTIAL & RESTORATIVE*** are our values that underpin everything we offer and help support the fundamental skills that all students need to ensure they are successful in life beyond their time here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff and governors.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	*Our school offers a differentiated curriculum for all students.* *We use resources tailored to the needs of students who require support to access the curriculum.* *Curriculum progress is tracked for all students, including those with a disability.* *Targets are set effectively and are appropriate for students with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all students.*	The curriculum review and the focus on teaching and learning will increase the opportunities for students to experience success. The curriculum is accessible to all with different levelled qualifications available in most subjects.	Annual review of the curriculum to review the accessibility and opportunities for success. Assessment process and system is new and give staff data that can be used to impact the teaching and monitor progress. This supports the differentiation and the accessibility of the subject content for all.	SCO	September 2025	Curriculum is accessible to all and students experience success and gain qualifications Students and staff know what is expected of them in order to facilitate progression within a classroom.
Improve and maintain access to the physical environment	*The environment is adapted to the needs of students as required.* *This includes:* • *Ramps* • *Lifts*	School is being made more accessible and a better learning environment. Soft furnishings have been added around the	Changes in the structure of the building and ethos within the school. More welcoming feel and use of student voice to impact change.	ABA	July 2025	The school building is accessible to all students and we have break out spaces for all students to use.

	• *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities*	school and we are trailing and different learning environment within English using all different types of seated furniture.				Better learning environments leading to a better culture of learning in school.
Improve the delivery of information to students with a disability	*Our school uses a range of communication methods to ensure information is accessible. This could include:* • *Large print resources* • *Different coloured paper for specific students* • *Pictorial or symbolic representations*	Staff have been informed of all student needs and what strategies can be used with these students. Many student benefit from a coloured overlay or yellow or blue coloured hand out.	Staff are continually looking at other actions to help support student's needs. This includes structure of handouts and large print if necessary.	SWA	Regular reviews.	Students are supported through any need and staff understand how to support student's needs.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Floors	2 floors	Accessible via a lift and has an emergency refuge point	AKI / CTH	July 2021
Corridor access	3 different access points	Full corridor access from three different entry points	AKI / CTH	July 2021
Lifts	1	Access to the 1st floor (Stair lift access to raised floor)	AKI / CTH	July 2021
Parking bays	13 (1 Disabled)	Disabled access to easily accessible parking space in rear car park.	AKI / CTH	July 2021
Entrances	2	Front and rear gate access to school	AKI / CTH	July 2021
Ramps	1	Ramp from new to old building (Stair lift on access on first floor)	AKI /CTH	July 2021
Toilets	5 (1 Staff)	3 on ground floor (1 staff) 2 on first floor	AKI / CTH	July 2021
Reception area	1	Newly design and open access to the school with a waiting area. Access to the wellbeing room from reception.	AKI / CTH	July 2021

Emergency escape routes	4	All emergency exits are clearly marked. Refuge point on first floor for those needing	AKI / CTH	July 2021