



## Youth Challenge Accessibility Policy/Plan

<b>Reviewed By</b>	<b>Viki Sutton</b>
<b>Last Reviewed</b>	<b>May 2024</b>
<b>Approved by/when</b>	<b>LGB May 2024</b>
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## Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Academy Lead.

At Youth Challenge, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1. The Youth Challenge Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, the Trust and in consultation with our pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the Academy’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority and the Trust will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. The Youth Challenge Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Youth Challenge Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:-

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school/trust policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Supporting Students with Meciial Needs
- Equality Policy
- Academy Handbook

6. The Accessibility Plan for physical accessibility relates to the Access Audit of the academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

### **Aims and Objectives**

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan **Appendix 1**

### **Current position and good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers before admission. If necessary, a risk assessment or medical plan is written. For parents and carers of children already at the academy, we collect information on disability as part of the pupil's questionnaires, our reviews with the mainstream schools or as part of a survey of parents' views.

### **Physical Environment**

The main school building is entered by steep steps, but access can be made through the pupil entrance and a lift. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

The school is a three storey building with wide corridors and several access points from outside. There are only very few parts of the school to which disabled pupils have limited or no access at the moment. The hall is on the ground floor, but is not accessible via a wheelchair. The top floor area has no lift access.

There are three lifts which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement. These are currently decommissioned as they are not currently in use but can be reactivated with very little notice. Academy staff are trained in the operation of the lift if relevant. Training is reviewed annually.

On-site car parking for staff and visitor includes two dedicated disabled parking bays.

There is only one outdoor play area for the KS3 pupils which is flat and easily accessed by wheelchair users.

There are disabled toilet facilities available, in the entrance foyer. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. Communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

Transport to and from our enrichment activities would be problematic due to no access for wheel chairs on the minibuses.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE enrichment activities for pupils with a physical impairment.

We aim to offer a personalised curriculum and the needs of pupils are assessed on arrival and whenever possible we aim to meet their curricular needs.

We liaise with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).

We organise Learning Mentor deployment to cover a mix of curriculum and learning needs.

In the academy where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.

In using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, learning strategies (visual/auditory/kinaesthetic). Pupils are set clear learning objectives that are appropriately differentiated for individual pupils. We ensure that parents/pupils are included in the target setting process. We encourage the use of clear, well-presented visual aids to support learning of all pupils.

The academy takes full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.

Using ability groups to target additional needs, with skilled learning mentors to support learning.

The academy makes every effort to enhance inclusion at all times. We create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.

We continue to develop mutual support and understanding between colleagues when working with pupils with challenging disabilities through staff wellbeing activities.

Recent training has taken place in CPI, diabetes, and there are trained first aiders and mental health first aiders.

### **Information Access**

There are visual timetables and information supported by signs/symbols for targeted pupils. Provision of verbal or large print information for targeted pupils.

Text messaging to parents

Regular review meetings with parents

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

### **Monitoring**

The current 3 year Accessibility Plan relates to the Access Audit of the School completed on 26/09/2022 by the Secondary Academy Lead Viki Sutton. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit, which remains the responsibility of the governing body, will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The performance of individuals continues to be monitored on a half termly/termly basis through progress/review meetings with the relevant staff, mainstream schools and outside agencies. The performance of groups, including those with SEN and/or a disability, takes place on a termly basis with each teacher.

## Appendix 1

Target-Curriculum	Strategies	Timescale	Responsibility	Desired Outcome	Details on Completion
To ensure that all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Rolling programme of training for all members of staff.	Annually	Academy Lead SENDCo	Staff to be equipped to support the needs of all students and know how to adapt their practice in order to obtain the best outcomes for all students.	SEND specific training sessions are delivered a minimum of once per term and focus on the specific learning needs presented by the current cohort. Dyslexia, Irlen and ADHD are more prevalent in our setting and so these aspects of SEND are more regularly addressed. Staff have access to a specialist dyslexia teacher who can provide extra advice and support when required. <b>This will continue.</b>
To ensure staff are trained to support students with medical conditions.	Update staff training as required in -Asthma -Epilepsy -Diabetes Staff will be trained to support other medical conditions as needed	As required	Academy Lead DSL	Staff to be equipped to support students with specific medical needs.	Epilepsy and asthma training is not needed for our current cohort but will be sought should a student with specific medical needs join us. Diabetes training has been completed by three staff members who are now diabetic first aiders.
To ensure that staff are trained to support students with emotional needs.	Some staff to be trained in counselling at level 2 or above. CPI updates on de-escalation training to be completed by all staff annually. One member of staff to be trained as mental health lead.	Biannually	Academy Lead SENDCo DSL Deputy Head	Staff have increased confidence and skill set to effectively support students with emotional needs, including those in crisis. Staff will know which staff to refer students to if their support needs exceed their own level of expertise.	All staff have completed the CPI training. We have one level 5 trained counsellor and access to the Trust counsellor.

	Another staff member is training as a mental health champion. Three members of staff are mental health first aiders.				
All SEND resources are available into accessible points for all staff to access.	Practical resources and SEND information to be available from an agreed central location.	Ongoing	SENDCo	Staff will have improved knowledge and access to resources. Students will have easier access to resources to support their learning.	Physical SEND resources are available from the SEND room and there is an electronic file on the school's drive that all staff can access. This file is regularly updated with resources, information and guidance relating to specific aspects of SEND (e.g. using dyslexia friendly fonts) and the needs of specific students.
<b>Target-Physical Environment</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Desired Outcome</b>	<b>Details on Completion</b>
All students and adults to be evacuate the building safely in an emergency.	Fire marshals for each area of the school building to be identified and trained by an external provider. Fire escape plan to be reviewed and updated at least annually.	Annually / Termly	Academy Lead	All staff to be confident in exiting the building in instances of an emergency.	Four members of staff completed fire marshal training in July 2022. Evacuations and invacuations are undertaken once per term. Fire escape plan is reviewed at the beginning of each academic year. <b>This will continue.</b>



	Fire drills to take place termly, including what to do if an exit is blocked.				
Physical access audit of accessibility of school building and grounds by Governors.	Governor visit to take place annually to review the access arrangements of the building.	Annual-Spring Term	Academy Lead	Governors have an understanding of the accessibility of the school and its grounds.	
To improve the vocational learning environment and enable the teaching of science.	Buildings work to take place in the former outdoor education building to create a teaching kitchen, teaching salon and science facilities.	Spring Term 2025	Academy Lead	More students to be able to access vocational subjects areas. Increased trading opportunities with local schools. Improved science offer.	
<b>Target-Information Access</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Desired Outcome</b>	<b>Details on Completion</b>
To improve the BIT website so that information is available for all.	Website to include information in auditory and visual form.	September 2023	BIT Business Development Manager	All users can easily navigate and access information on the school's website.	An accessibility widget has been added to the trust website. Clicking on the person figure in the bottom right corner will open up a menu that allows users to select options that will make the website more accessible depending on their individual needs.