



Youth Challenge Accessibility Policy/Plan

Reviewed By	Viki Sutton
Last Reviewed	May 2026
Approved by/when	LGB May 2026
To be reviewed	May 2028

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 Headteacher.

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 School’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 School 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 School 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 Medical Needs
- Equality Policy
- School Handbook

6. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, 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 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.

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 School, 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. There is also an entrance at the rear of the building that is wheelchair accessible and leads to the annex. If advanced notice is given, gates can be unlocked to allow this area of the school to be reached via vehicle.

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. These are currently decommissioned as they are not currently in use but can be reactivated with very little notice. School staff are trained in the operation of the lift if relevant.

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

There are two only outdoor play areas for the pupils, both are flat and easily accessed by wheelchair users.

There are disabled toilet facilities available in the entrance foyer and in the annex. 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.

One of our minibuses is equipped with a ramp to allow for transportation on offsite activities.

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 School, 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. Pupils are set clear learning objectives that are appropriately differentiated. We ensure that parents/pupils are included in the target setting process. We encourage the use of clear, well-presented visual aids to support the learning of all pupils.

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

The School 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, epilepsy, 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

Translation tools are utilised where needed to enhance communication with families

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 22/05/2026 by the Secondary Headteacher 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	Headteacher 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. Additional training for specific conditions will be delivered if and when required. This will continue.
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	Headteacher DSL	Staff to be equipped to support students with specific medical needs.	Epilepsy, diabetes and asthma training is not needed for our current cohort but refresher training will be sought should a student with specific medical needs join us. We currently have six general first raiders and two additional diabetic first aiders.
To ensure that staff are trained to support students with emotional needs.	CPI updates on de-escalation training to be completed by all staff annually. Mental health leads, champions and first aiders to be trained.	Biannually	Headteacher SENDCo DSL Assistant Headteacher- PD	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 access to the Trust counsellor. We have a mental health lead, mental health champion and two 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.
Target-Physical Environment	Strategies	Timescale	Responsibility	Desired Outcome	Details on Completion
All students and adults to be evacuated 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. Fire drills to take place termly, including what to do if an exit is blocked.	Annually / Termly	Headteacher	All staff to be confident in exiting the building in instances of an emergency.	Four fire marshalls are in place. Evacuations and invacuations are undertaken once per term. Fire escape plan is reviewed at the beginning of each academic year. This will continue.
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-Summer Term	Headteacher	Governors have an understanding of the accessibility of the school and its grounds.	Governors visit the school regularly. The link governor for health and safety conducts a more detailed visit on an annual basis.
Target-Information Access	Strategies	Timescale	Responsibility	Desired Outcome	Details on Completion

<p>To ensure the BIT website are Arbor are accessible to all users.</p>	<p>Website to include information in auditory and visual form. Translation features to be explored in Arbor.</p>	<p>January 2027</p>	<p>Senior Leadership Team</p>	<p>All users can easily navigate and access information on the school's website. Parents can communicate with school more easily.</p>	<p>An accessibility widget is on 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. Arbor functions need to be explored.</p>
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