



# Accessibility Plan

*Premises covered in this plan:*

**Southmead Youth Centre**

*(Education 1st Learning Centre)*

## **Policy Review**

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19<sup>th</sup> December 2016**

Last review date: **1<sup>st</sup> June 2018**

Date of next review: **1<sup>st</sup> June 2019**

Signed

A handwritten signature in black ink, appearing to read "Craig Dembicki".

Craig Dembicki  
Managing Director  
Education 1st

## **Purpose**

**The Equality Act 2010** - As a part of this act Education 1st has a duty to carry accessibility planning for individuals who have a disability.

Under this act the definition of disability is an individual who has a physical or mental impairment that has substantial and long term effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Education 1st accessibility plan aims to:

- Increase the extent to which students with disabilities are able to participate in the curriculum.
- Improve the physical environment of our learning provision to enable students with disabilities to take advantage of the education, benefits, facilities and services that Education 1st has to offer.
- Improve the availability of accessible information to students, parents/carers, staff and any relevant others with disabilities.

## **Related Policies**

Premises Management Policy

Supporting Students with Medical Conditions Policy

Education 1st SEND and Inclusion Policy

Equality and Diversity Policy

Trips and Visits Policy

## **Education 1st's Vision and Values**

Education 1st is committed and strives to achieve the highest standards of achievement in everything that we do. Moreover, we believe and understand that each student has personal and unique needs. We also believe that students deserve to feel valued, respected and that they are equal members of the provisions community.

As an organisation we understand that some individuals may need more support than others so that they are able to achieve their full potential. Where it is reasonable, adjustments will be made to help alleviate any disadvantage that the individual may suffer.

## **Implementation of the Accessibility Plan**

Education 1st will look to implement and deliver the plan through numerous variables, including:

- Integrating equality issues into our key policies, reviews, improvement plans and performance management.
- Ensuring that the appropriate arrangements are in place to monitor and report the organisations progress against agreed actions as well as evaluating the impact on the improvement of the provision.
- Identification of any differences in student outcomes and consider whether these differences are due in whole or in part to the protected characteristics of students.
- Taking into consideration why such inequalities exist and understand why the experience of inequality can have an impact on student outcomes.
- Identifying the necessary actions and interventions that address the causes of inequality and drive the improvement in student outcomes.

Education 1st will look to make the reasonable adjustments to ensure that all students are involved in every aspect of their life within the provision. Education 1st will also look to ensure that all barriers to learning are removed.

**Southmead Youth Centre - Secondary Learning**  
**The Plan**

**Physical Environment**

	<b><u>Objective</u></b>	<b><u>What we are doing?</u></b>	<b><u>How/Staff</u></b>	<b><u>Timing</u></b>	<b><u>Comments</u></b>
<b><u>Short Term (less than 1 year)</u></b>	Ensure the provision is suitable for current students.	Reviewing the arrangements of the building and ensuring that the appropriate access is in place for current students.	Health and Safety Lead to review and oversee. Staff to report observations to Health and Safety Lead.	At least annually and ongoing.	
<b><u>Short Term (less than 1 year)</u></b>	Ensure that staff training includes first aid training to support current student body.	Constantly reviewing the needs of current and incoming students to ensure that needs of all students are met.	Senior Leadership Team to check and review.	At least annually and ongoing.	
<b><u>Short Term (less than 1 year)</u></b>	Ensure that parking and access caters for the physically disabled when they are visiting the provision.	Review current arrangement and ensure the facilities work e.g. Lift and Disabled Access.	Health and Safety Lead to review.	At least annually and ongoing.	

**Accessing the Curriculum**

	<b><u>Objective</u></b>	<b><u>What we are doing?</u></b>	<b><u>How/Staff</u></b>	<b><u>Timing</u></b>	<b><u>Comments</u></b>
<b><u>Short Term (less than 1 year)</u></b>	Ensure that the curriculum meets the needs of the students.	Review process takes into consideration curriculum needs of all students within the provision including those with a disability.	Student progress meetings and regular reviews from teaching staff.	At the end of each term.	

<b><u>Short Term (less than 1 year)</u></b>	Ensure that student disability is identified and that the appropriate adjustments are made in the provision.	Additional Educational Needs (AEN) plan for each student identified upon entering the provision.	Students needs to be regularly reviewed at progress meetings.	At the end of each term.	
<b><u>Short Term (less than 1 year)</u></b>	Ensure that any students with a disability have fair access to educational visits throughout the academic year.	When planning trips staff have to include provision for disabled students.	All staff to be aware of this when planning visits.	At least annually and ongoing.	
<b><u>Short Term (less than 1 year)</u></b>	Ensure students in KS4 are able to follow the appropriate curriculum.	Students in KS4 are able to access the broad range of the curriculum.	Teaching staff to ensure curriculum	Annually	
<b><u>Medium Term (more than 1 year)</u></b>	Look to gain access to more appropriate courses for post 16 students e.g. CSCS card.	We can currently obtain funding to send post 16 students on a CSCS, but want to access more in the future.	SLT to monitor and work in conjunction with Post 16 Lead.	Annually	

### **Access to Information**

	<b><u>Objective</u></b>	<b><u>What we are doing?</u></b>	<b><u>How/Staff</u></b>	<b><u>Timing</u></b>	<b><u>Comments</u></b>
<b><u>Short Term (less than 1 year)</u></b>	Ensure that students with difficulty using language are supported in the delivery of the curriculum.	All students have a tailored educational programmes to ensure that the students are able to fully access the curriculum.	Teaching staff tailor programmes to individual students.	Reviewed termly.	
<b><u>Short Term (less than 1 year)</u></b>	Improve communication with parents of students including those with special needs.	We regularly talk to parents to update them on the progress of the students.	SLT to update parents when required to do so. Mentors	Weekly	

			also discuss progress with parents.		
<b><u>Medium Term (more than 1 year)</u></b>	Improve and find appropriate ways of improving communicating information to students and their families.	We will look to promote our website and encourage parents to attend meetings/coffee afternoons regarding students.	Senior Leadership Team to discuss and monitor.	Annually	

**Monitoring, Evaluation and Review**

The Accessibility Plan will be monitored and reviewed by the management team; including but not limited to the Managing Director, Operations Manager, Health and Safety Lead.

The management team will also be responsible for identifying any relevant policies/procedures in regard to the Accessibility Plan and draw attention to areas that require greater attention in regards to achieving the objectives and goals set out in the Accessibility Plan.