

# ACCESSIBILITY POLICY

Next Gen  
Support  
Services

**Approved by:** Omar Salahuddin **Date:** 08/08/25

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## 1. AIMS

Support services 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 pupils can participate in the NEET to EET scheme
- Improve the physical environment of the support services to enable disabled pupils to take better advantage of education, employment, training, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

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

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

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

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

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

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Support services are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. ACTION PLAN

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

DEVELOPMENT AREA	TARGETS	STRATEGIES	OUTCOME AND BY WHEN	GOALS ACHIEVED
<b>Education referral</b>	Rooms are accessible for, and are organised as necessary for disabled young people and adults.	Guidance from specialists (hearing impaired service, autism service) taken in account in arranging rooms for maximum benefit to disabled young people and adults.	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled young people and adults able to access learning environment more effectively.
<b>Delivery of materials in other formats</b>	Individual statement plans used by staff and understanding of additional time requirements in practical work understood and planned for. Diagrams described /read out loud. Copies of slides and diagrams available to young people.	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled/SEN/ other nominated young people and adults.	Disabled young people and adults able to access curriculum more effectively.
<b>Support services design for disabled young people and adults</b>	All areas are accessible to disabled young people and adults. A lift ensures access to the main hall for young people and adults.	Disabled access points will be prioritised as an integral part of rebuild improvement works.	Plans drawn up show clearly how disabled access will be undertaken. All new building will be fully Disability Discrimination Act 1995 compatible. Log any difficulties or on-going issues.	Disabled young people and adults and staff able to access all physical areas without difficulty.
	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear and updated as required.	

### 4. MONITORING ARRANGEMENTS

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher. It will be approved by the company director.

### 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
- Supporting pupils with medical conditions policy