ACCESSIBILITY POLICY

Reviewer	Paula Knowles
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Next Review Date	Sept 2028

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Purpose

This policy and plan sets out our commitment to promoting equality of opportunity and access for all students, staff, volunteers, parents/guardians and visitors. ELKOLET recognise that many young people accessing alternative education may have additional needs, barriers to learning, or face disadvantages, and we are committed to removing these wherever possible.

Legislation and Guidance

This policy is informed by:

- The Equality Act 2010
- The Children and Families Act 2014 & SEND Code of Practice 2015
- Keeping Children Safe in Education 2025
- The Human Rights Act 1998
- Arranging Alternative Education Guidance 2025

Aims

ELKOLET aims to:

- Provide an inclusive learning environment where every young person can thrive
- Identify and remove barriers to participation, progress and achievement.
- Make reasonable adjustments for students with physical, sensory, social, emotional, mental health, behavioural or learning needs.
- Promote awareness of accessibility across our provision for staff, learners, volunteers, families and visitors.

Roles and responsibilities

The Director of Education and Family Support is responsible for:

- Ensuring this policy is in compliance with relevant legislation and guidance
- Allocating the resources necessary to implement the policy and plan
- Monitoring the progress of the policy
- Training staff

Staff are responsible for:

- Implementing inclusive practices from this policy and training given by the Director
- Identifying barriers early and communicating this to the Director and DSL
- Adapting the provision where necessary alongside the Director

Students and Parents/guardians are responsible for:

- Sharing information on their needs with ELKOLET to ensure the right support and access is in place
- Contributing to their personal plan at ELKOLET
- Take part in regular reviews of their placement at ELKOLET

Monitoring and review

This policy and plan will be reviewed every 3 years at minimum. Should legislation or guidance change within that timeframe, the policy will be reviewed as required. Student and parent/guardian feedback is also used to inform improvements and changes to this policy.

Accessibility Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTION TO BE TAKEN	SUCCESS CRITERIA
Curriculum access	Tailored curriculum for all students with consideration of alternative communication methods	Ensure all students can engage fully with learning	Expand use of digital/visual learning tools to be improve inclusive teaching and SEND strategies	Continual monitoring and review to ensure we meet the needs of students
	Use resources tailored to the needs of students who require support to access the curriculum	Promote independence in classroom	Classroom layout organised promoting participation and independence of students Timetables adjusted to ensure a positive learning environment	Calmer and more productive environment Keep continually monitoring as student cohort rotates
	Performance is monitored and tracked	All students have access to support to cater for internal and external examinations	Continual assessments of students for examination access arrangements	Students are fully supported to access internal and external examinations
	Functional Skills exam centre	Using mock and final exams throughout the year to improve curriculum, identify discrepancies and promote best practice	Continual promotion of best practice by: Established feedback loops Promote open and sharing environment Professional development plan	Continual monitoring and review – ongoing Professional development plan objectives successfully met

	Action plans in place to differentiate needs and requirements of individual students	Assessment of individual needs and requirements	Frequent review and implementation of requirements upon assessment	Continual monitoring and review – ongoing
	Induction for all new staff and continued training	Staff have a sound knowledge of all policies, procedures and systems in place	Continual review of all policies, procedures and systems	Continual monitoring and review – ongoing
Physical environment	The environment is adapted to the needs of the students as required, includes: Portable Ramps Alternative entrances Disabled Parking Improved visibility of steps and potential trip hazards Signs are clear and visible	Ensure that service of accessible life is maintained Conversion of downstairs toilet to accessible toilets	Continual monitoring and servicing of ramps to ensure in satisfactory working condition and compliant with regulatory requirements Upgrade of toilet / changing facilities to ensure fit for purpose	Lift is maintained in satisfactory working order and adheres to regulatory requirements Completion of toilet conversion
Information Access	Use of a range of communication methods to ensure information is accessible for students. Including: Internal signage Large print resource Materials for dyslexic students available	Ensure materials and resources are accessible for students with hearing or visual impairment	Seek support and guidance from hearing and visual support agencies. With the use of IT to further enhance accessibility or tailor to meet specific needs	Materials and resources are tailored to meet the needs of our students.
	Website – Improving access and sources of information	Website redevelopment to ensure key information accessible to all	Information presented in a clear format with easy	New website live from Term 2 2025/26

				access to relevant information pages, attachments and contact options	
	Raise staff and student awareness of SEND	New staff inductions process and continual CPD Lesson 3 to include PSHE and student awareness	Seek support and guidance from external agencies. Staff briefings regularly Curriculum plan for lesson 3 to cover PSHE and SEND awareness	Information and support readily available for staff Increased cohort awareness
Support and wellbeing	Counsellor on staff	Ensure emotional/behavioural needs are met	Provide access to mentoring wellbeing spaces and external agencies	Student awareness of support available Positive peer support systems in place