



## Our Mission

To transform young lives and build resilient communities through high-quality alternative education

## Our Vision

“An empowered generation of employable young people making a positive contribution to society”

## Our Core Values

Here at Employability Solutions, we have shared values that guide us as we live, learn, and work together;

“Living Our Values Everyday”



## Transformation

“Inspiring a culture where transformation is possible”

## Inclusion

“Creating a community where everyone feels included”

## Motivation

“Being responsible for instigating a culture of possibility”

## Education

“Gifting an education that is individual, meaningful, and right for our students”

Signed by Proprietor:	Approved:	Review by:
	Sept 2022	Sept 2023



## Introduction

The Equality Act 2010 defines disability as ‘a physical or mental impairment which has substantial and long-term adverse impact on a person’s ability to carry out normal everyday activities. This has some overlap with the definition of ‘special education needs’ in the Education Act 1996 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age) but it is important to note that not all pupils are disabled by their SEN and vice versa.

It is the duty of the school to make ‘reasonable adjustments’ and to provide auxiliary aids and services: ‘where a disabled person would, but for the provision of these, be put at a disadvantage. This does not include a duty to change physical features.

Employability Solutions acts to ensure that it does not treat students with a disability less favourably and takes reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education.

Employability Solutions has a three-year plan in place which will ensure such ‘reasonable adjustments’ are undertaken for current and future students. This plan reflects the school ethos of inclusion and desire to be prepared to admit students who may have disabilities.

The accessibility plan should be read in conjunction with other plans and policies, especially the SEN policy and documentation relating to Health and Safety Policies and Premises Plans.

The accessibility plan identifies three focus areas: the physical environment, communications, and the curriculum.

Year	Physical	Communications	Curriculum	Notes	Actions	Person Responsible
1 (2022-2023)	<p>Audit of space within school and access to the school.</p> <p>Identify whether existing spaces can be modified to meet the needs of SEN/disabled students.</p> <p>Identify whether specialist areas are required.</p> <p>Identify whether lighting, acoustics and furniture need to be adjusted.</p>	<p>Audit communications need.</p> <p>Identify which reasonable adjustments could be made to ensure communications are as accessible as possible.</p>	<p>Audit the accessibility of the curriculum for all learners.</p> <p>Consider content and delivery.</p> <p>Consider alternative ways to demonstrate learning.</p> <p>Look at exam access arrangements and how the physical environment plays a part.</p> <p>Look at the wider curriculum and access to offsite activities.</p>	<p>Audit should produce a list of actions needed to eliminate existing barriers, including realistic cost estimates.</p> <p>Short, medium and long-term priorities should then be agreed.</p>	<p>Audit carried out of current facilities, services, aids and accessibility in and around the building.</p> <p>Acquisition of identified aids.</p> <p>Any initial urgent actions such as improved signage put in place.</p> <p>Work with any external agencies/parents/partners to access information and support.</p>	<p>Senior Leadership Team in conjunction with tutors and other staff.</p>

Year	Physical	Communications	Curriculum	Notes	Actions	Person Responsible
2 (2023-2024)	<p>Improve access as identified from audit.</p> <p>Complete medium-term targets including any reasonable adjustments to steps, doorways, toilets, lighting, signs etc,</p>	<p>Improve access to communications especially written communications.</p> <p>Include advice on materials, support and equipment available.</p>	<p>Ensure that the curriculum is fully accessible for all students.</p> <p>Complete medium-term targets.</p> <p>Include ICT equipment and available adjustments, photocopying facilities, aids.</p> <p>Ensure differentiation is used appropriately to allow all students to access lessons.</p>	<p>May involve adjusting policies and procedures such as planning for outside visits.</p> <p>May need to look at storage and logistics to make sure aids and equipment can be accessed when needed.</p>	<p>Completed medium term tasks.</p> <p>Additional actions identified and added to the plan.</p>	<p>Senior Leadership Team in conjunction with tutors and other staff.</p>

Year	Physical	Communications	Curriculum	Notes	Actions	Person Responsible
3 (2024-2025)	Improve access to all areas of school.	All information accessible.	Curriculum inclusive and fully accessible.	Review 3-year plan and create next plan.	Medium and long-term plans should now have been completed.	Senior Leadership Team in conjunction with tutors and other staff.



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