

Accessibility plan



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Signed: Ruth Minhall

Position: CEO and Head of Service

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1. Aims

Tuition Extra is committed to providing an inclusive, accessible and supportive alternative provision for all students, including students with disabilities, SEND, medical needs, sensory needs, social, emotional and mental health needs, and other identified barriers to learning. Under the Equality Act 2010, this Accessibility Plan sets out how Tuition Extra will work to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve access to the physical environment and learning spaces so students with disabilities can access Tuition Extra's education, support, facilities and services wherever reasonably possible
- Improve the availability of accessible information to students with disabilities

Tuition Extra aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Tuition Extra operates a fully inclusive model of education. We support students with a variety of complex needs and strive to ensure they feel safe, heard and respected so that they can engage and thrive in their learning, whichever pathway they may be on. We believe that all children and young people have equal rights to a curriculum that is relevant, purposeful and engaging and meets their individual needs and requirements, and that our students have equal access to a bespoke learning experience.

This Accessibility Plan will be made available online on the service website, and paper copies are available upon request.

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

Tuition Extra supports any available partnerships to develop and implement this plan.

We work closely with Kent County Council, Integrated Children's Services and other partners to fully uphold the aims of this plan.

Tuition Extra's complaints procedure covers concerns relating to accessibility. If you have any concerns about access to our service, learning spaces, curriculum, information or communication, the complaints procedure sets out the process for raising these concerns.

This plan has been informed by the needs of our students, feedback from parents and carers, staff professional knowledge, local authority information, EHCPs, risk assessments and ongoing review of student access requirements.

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.

Education providers, including schools and alternative provision settings, are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities may face in comparison with a student without disabilities. This may include reasonable adjustments to teaching, communication, resources, routines, auxiliary aids, support arrangements and, where applicable, premises.

3.1 Increased Access to the Physical Environment

Tuition Extra keeps the accessibility of its tuition centre under review and seeks to make reasonable adjustments so that students can access learning safely and meaningfully. Before and during placement, we consider information from referrals, EHCPs, risk assessments, medical information, parent/carers views, student voice and professional advice to identify any access needs. Where a physical access need is identified, we will consider appropriate adjustments such as room allocation, movement around the site, seating, lighting, sensory considerations, arrival and departure arrangements, evacuation planning and individual access or risk plans.

Tuition Extra has a site which is very well matched to the complex SEN of our students in terms of their learning environment. Small, quiet classrooms are equipped with low lighting and do not present an over stimulating environment. There are areas where students and staff can sit in companionable silence and watch soft-fascination presentations of their own choosing, but these areas can equally become places where all can enjoy board games, puzzles and creative activities. Where appropriate, we often build in curriculum time at Maypole Farm where outside learning with friendly staff and animals is accessible to all of our students and provides a unique learning and therapeutic environment.

Where the physical environment cannot fully meet a student's needs, Tuition Extra will work with parents/carers, the commissioning local authority and relevant professionals to identify suitable alternatives, adjustments or additional

support so that the student's education remains accessible wherever reasonably possible.

3.2 Increased Access to the Curriculum

Tuition Extra reviews its curriculum offer so that learning is accessible, personalised and purposeful for students with a wide range of abilities, SEND, SEMH needs, medical needs and individual barriers to learning. We aim to remove barriers through personalised timetables, differentiated teaching, appropriate accreditation routes, quiet learning spaces, flexible pacing, assistive resources, sensory-aware approaches and regular review of student progress and engagement.

Curriculum access is considered through referral information, EHCP outcomes, baseline assessments, tutor feedback, student voice, parent/carers feedback and multi-agency communication. Where students require adaptations, Tuition Extra will consider reasonable adjustments such as modified resources, alternative recording methods, reduced sensory demand, assistive technology, movement breaks, emotional regulation support, small-group or one-to-one teaching, and alternative pathways to accreditation.

3.3 Increased Access to information

Tuition Extra will provide information in accessible formats wherever reasonably possible, taking account of individual student and parent/carers needs. This may include larger print, clear fonts, coloured paper or backgrounds, plain English, visual supports, PECS, accessible digital documents, read-aloud support, email or telephone communication, and alternative formats on request. We will also support parents and carers with accessibility needs so they can understand information, engage with Tuition Extra and participate fully in their child's education.

3.4 Accessibility action plan

Area	Action	Responsibility	Timescale / review	Success criteria
Physical environment	Review access needs for students during referral, induction and ongoing review, including sensory, mobility, medical, arrival/departure and evacuation needs.	CEO/Head of Service, SENCo/DSL, Operations and relevant tutors	At referral, induction and at least termly	Access needs are identified early and reasonable adjustments are recorded and implemented.

Curriculum access	Ensure teaching, resources, accreditation pathways and timetables are adapted to meet individual needs, including EHCP outcomes where applicable.	Education Lead, tutors and SENCo	Ongoing; reviewed through student progress meetings	Students can engage in meaningful learning and work towards appropriate outcomes.
Accessible information	Provide key information in accessible formats for students, parents and carers where reasonably possible.	Administration team, tutors and senior leaders	On request and when needs are identified	Students, parents and carers can access and understand key information.
Staff awareness	Ensure staff understand equality, SEND, disability awareness, reasonable adjustments and the importance of removing barriers to learning.	CEO/Head of Service and senior leaders	Induction and annual review	Staff can identify barriers and apply reasonable adjustments consistently.
Partnership working	Work with parents/carers, commissioning local authorities, schools and relevant professionals to support accessibility and continuity of education.	Senior leaders and referral/placement staff	At referral, review meetings and when needs change	Accessibility planning is informed by accurate information and multi-agency communication.

4. Monitoring arrangements

This document will be reviewed at least every 3 years and may be reviewed sooner if there are changes to legislation, guidance, service provision, premises, student needs, local authority requirements or following feedback from

students, parents/carers, staff or professionals. It will be reviewed by the CEO, Ruth Minhall, and the senior leadership team.

It will be approved by the CEO and shared with staff so that responsibilities for accessibility, reasonable adjustments and inclusive practice are understood across the service.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Safeguarding and Child Protection Policy
- SEND Policy / SEND Information
- Health and Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Complaints Policy
- First Aid and Medical Needs arrangements
- Risk Assessment procedures
- Admissions, referrals or placement procedures