

Accessibility plan



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Signed: Ruth Minhall

Position: CEO and Head of Service

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1. Aims

Tuition Extra is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the site to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- 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 the accessibility plan. If you have any concerns relating to accessibility at our service, the complaints procedure sets out the process for raising these concerns.

Parents and Staff have worked together to formulate this plan.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.1 Increased Access to the Physical Environment

At Tuition Extra we are constantly seeking ways in which we can improve our physical environment to satisfy the provision of 'reasonable adjustments'. We recognise that there are limitations to our environment that might preclude some types of physical disability, but we will make the best possible efforts to accommodate disabilities of all nature within our service.

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.

3.2 Increased Access to the Curriculum

Tuition Extra constantly reviews its curriculum offer so that we can provide quality accredited courses to suit learners of all abilities and needs. We seek to remove barriers to education and make every learner feel important and empowered in order that they achieve their own goals. Creative timetabling allows our students to access varied learning experiences in different environments.

3.3 Increased Access to information

Tuition Extra will disseminate information taking account of individual accessibility needs. We can format written information in a variety of ways, such as changing font size, paper colour or using PECS. If parents have accessibility needs we will support in any way we can so that they can be fully immersed in their child's education.

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 CEO, Ruth Minhall, and her team.

It will be approved by the CEO

5. Links with other policies

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

- Health and safety policy
- SEND policy