

## ACCESSIBILITY POLICY 2021-2024

This Accessibility Policy is created to set out a framework within which WSAPC staff can operate. The policy is drawn up in accordance with the Equality Act 2010, and the DfE's special educational needs and disability (SEND) Code of Practice, which came into force in September 2014.

### PURPOSE

WSAPC is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to promote a positive attitude within our college towards the needs of disabled persons and to developing a culture of awareness, tolerance and inclusion.

### LEGISLATION & 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, and

- The impairment has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities.

Under the Special Education Needs & 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 disabled pupil faces in comparison with non-disabled pupils This can include, for example, the provision of an auxiliary aid or adjustments to premises

### PRINCIPLES

The WSAPC provides a broad and balanced curriculum differentiated to meet the needs of the individual pupil and is continually researching and developing practises to secure a learning platform that is accessible for all.



We are committed to ensuring all pupils regardless of disability are individually assessed and reasonable adjustments to the curriculum implemented where required, promoting a successful learning environment. We do this by involving parents/carers in our assessment and respecting their knowledge of their child's needs, valuing their opinion and that of the pupils, combining this information with the expertise of all involved stakeholders to ensure each student has the resource necessary to ensure developmental progression in all areas, taking all reasonable steps to avoid putting disabled pupils at a disadvantage.

The WSAPC will take into account the needs of all stakeholders with physical difficulties when planning and undertaking improvements/refurbishments of the individual Centres, i.e., improved wheelchair accessibility, hearing loops, lighting and effective signage/colour schemes for the visually impaired.

The college will make itself aware of local services, including those provided through the Local Authority and will provide information in alternative forms when required or requested.

The WSAPC is dedicated to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people and pay due regard to the following organisations and related guidance:

- 🔗 Working together to Safeguard Children (2013) – DfE
- 🔗 Equality Act 2010: Advice for schools – DfE
- 🔗 Reasonable Adjustment for Disabled Pupils (2012) – Equality and Human Rights Commission
- 🔗 Supporting Pupils at School with Medical Conditions (2014) – DfE
- 🔗 Special Educational Needs and Disability Code of Practice: 0 to 25 years – DfE

The Accessibility Policy will be incorporated and referred to in curriculum policies as they are reviewed and will form part of the Quality School Improvement Plan once a detailed accessibility plan has been determined.

Training to address disability in the workplace is promoted to staff and there is an expectation of all WSAPC members to have regard to matters relating to access.

The accessibility plan will be shared with all staff and a working group will be established to address all curriculum accessibility issues. It will be shared with parents/carers at the point of interview.



## MONITORING

Accessibility is incorporated into improvement plans across the board of facilities, ICT, Curriculum and the College Accountability Plan and this policy along with the plan will be reviewed at the point of a change / on an annual basis.

Accessibility will be a regular agenda item of the Health and Safety Committee is monitored by Governors annually.

## COMPLAINTS PROCEDURE

All complaints should be made using the Complaints Procedure which can be found in main reception areas or on the WSAPC website for external stakeholders ([www.apcollege.co.uk](http://www.apcollege.co.uk)), or Sharepoint for staff via the Grievance Policy.

## AIMS AND OBJECTIVES

It is a legal requirement that our Accessibility Plan is resourced, implemented and reviewed as necessary and reported on annually. The plan is valid for three years.

The aim of this plan is to ensure no pupil is excluded from learning, no staff member is excluded from carrying out their role and no member of public is excluded for accessing or engaging with the schools services. To meet this aim we will:

- ✦ Increase/ maintain access to the curriculum for pupils with a disability
- ✦ Improve / maintain access to the physical environment of all WSAPC Centres to enable disabled pupils to take better advantage of the education, facilities and services provided.
- ✦ Improve / maintain the availability of accessible information to disabled pupils.
- ✦ Improve / maintain the availability of accessible documentation for all.
- ✦ Improve / maintain the accessibility of electronic resources for all.

## Current Good Practice

- ✦ Interpreter used to provide support at Key meetings as required.
- ✦ Provision of exam arrangements for pupils who are eligible for access arrangements.
- ✦ Provision of ICT equipment for disabled stakeholder i.e. dragon software, large monitors



- ✦ Staff Training for working with disabled colleagues.
- ✦ Engagement with Access to Work Partners
- ✦ Adjustable height smart boards at all sites.
- ✦ Ramps at all sites.
- ✦ Disabled access toilets at all sites.
- ✦ Age-Appropriate Acceptable Use Agreements.
- ✦ Software to create imagery documentation for those with SEN.

ACTION	TIMETABLE <i>(completed by.....)</i>	ACTIVITIES	SUCCESS CRITERIA	Responsibility	MONITORING
Audit curriculum access and identify requirements to ensure every pupil has full access to learning opportunities	September 2021	Audit curriculum access	All staff have clearly identified roles and responsibilities and understand the remit of these.	BT	Resources for disabled pupils reviewed termly and documented in the Pupil Risk Assessment and Care Plan.  Procedures reviewed annually by H & S Committee.
		Provide in depth planning reports, identifying required curriculum resources	Each location has a detailed plan in place to ensure resources are made available for disabled pupils.	PE	
		Identify additional gaps in provision, research and cost required resources.	All staff are fully aware of resources available for disabled pupils and an action plan is created to address weaknesses	JW	
		Organise staff disability awareness training	All pupils, including visually impaired, children with hearing difficulties or other	SC	



		Review admission Form to ensure all disabilities are identified on admittance and relevant information is circulated appropriately	physical disabilities, receive the best possible access to curriculum and related activities.	RN	
		Review Pupil Care Plans and Risk Assessments to ensure that disabilities are incorporated and planning is effective.	Disability is consistently assessed for all	HE	
Audit WSAPC individual Centre environments to ensure suitable access to relevant areas.	Sept 21	Determine priority action from access survey report.	Processes are in place to ensure effective access is available to all visitors, pupils and staff including those who are visually impaired, have hearing or physical disabilities.	CG	Annual site audits incorporate access ensuring all points are suitably addressed.  H & S Committee review termly.
		Identify priority areas to improve access, research and cost.		CG	
	Sept 21	Estates development plan incorporates required building improvements to allow safe access for all physically impaired pupils/staff/visitors.	Each location will have a detailed plan in place to ensure building improvements are undertaken where possible within a specified period	CG	Reviewed annually at H & S meeting and monitored by H & S Representatives.
	Access incorporated on all classroom areas and where necessary, identify suitable teaching areas for physically impaired pupils.	At least one teaching area is available to physically impaired pupils within WSAPC	AHT's		



Audit communications and written documentation to ensure full and safe access for all to WSAPC	Sept 21	Review key pupil / parent carer resources and ensure they are in an age appropriate and accessible format	Full and safe access to designated areas and learning opportunities, or plans in place to achieve aim.	PE	H & S Committee carry out annual survey reports to ensure signage etc. is appropriate.
	Sept 21	Subject leads to research curriculum resources to ensure full access to learning for pupils who have been referred to WSAPC.	Access to resources is available to teachers to aid with lesson planning for pupils who are visually impaired or have hearing difficulties	BT / Subject Leads	H & S Committee annually to receive report on subject accessibility at least annually
	Sept 21	Investigate methods of communication with Parents / carers to improve accessibility and effectiveness	Improved parental engagement and improved home / school relationships	SC	ESLT to monitor on a termly basis
Accessibility to the curriculum incorporated into College Accountability Plan	Sept 21	Review all challenges relating to both curriculum, electronic, physical and environmental accessibility for pupils/staff/visitors who have physical or learning impairments.	Action plan is created	BT / SC	Accessibility reported annually to Governing Body

Adopted by WSAPC	June 2014
Last Revised	June 2021
Next Due for Review – 3 years	June 2024

