

Accessibility Policy

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Principal is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the college site, the curriculum and written information so that all students who attend the college with a disability can take full advantage of the education and associated opportunities provided by St Albans Independent College.

DEFINITION (THE EQUALITY ACT 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”
Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

NORMAL DAY TO DAY ACTIVITY

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity; - exam scribes, accessible keyboards, mice
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger. Fire exits

The Accessibility Plan will be reviewed annually. This plan reflects statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the college's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the college.

The plan is written and reviewed in consultation with individuals and representatives from external agencies in order to ensure their effective implementation. Future reviews of the Accessibility Plan will be undertaken in full consultation with the Local Authority, pupils and staff of the college.

Vision and Values

1. At the College, we are committed to providing an accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. At St Albans Independent College plans to increase the accessibility of provision for all pupils, staff and visitors to the college, in the three areas required by the planning duties.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- a. Increase access to the curriculum, incorporating after-college and out of college activities and including educational visits.
- b. Improve access to the physical environment of the college taking into account the problems as previously stated.
- c. Improve the delivery of written information to pupils, staff, and visitors with disabilities.

Improvement to the physical (and learning) environment

4. The College will draw up an Action Plan relating to these key aspects of accessibility. This plan will be written, reviewed and adjusted on an annual basis. It will be drawn up for the three-year period, 2017-2019.

Management, coordination and implementation

5. It is acknowledged that there will be need for ongoing awareness raising and training for all staff and management in the matter of disability discrimination and the potential need to inform attitudes on this matter. The plan indicates time frame for achievement and which persons are responsible for the implementation and coordination of various aspects of the plan.

6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- a. Equal Opportunities and Diversity
- b. Health & Safety
- c. Behaviour
- d. College Prospectus
- e. Off-site Activities Policy
- f. Admissions Policy

Key Dates for the Plan

7. The Action Plan for physical accessibility relates to an inspection of the College, which will be undertaken by Ofsted in Autumn 2017. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

8. As curriculum policies are reviewed, a section relating to access will be added to Equality and Diversity. The terms of reference for all the management committee will contain an item on "having regard to matters relating to Access".

The college Web Site and the College Prospectus will make reference to this Accessibility Plan where appropriate.

9. The college will work in partnership with the Ofsted in developing and implementing this plan.

Monitoring and Review

10. While the Principal are ultimately responsible for the implementation of the plan and for reviewing it regularly by means of reports from the Principals, the management and monitoring of the plan will fit in with the existing line management and college development planning systems. To this end appropriate persons have been identified on the plan that will have a responsibility to inform the Directors of the progress made in the completion of its various elements.

11. The college will make it known in the college prospectus and other public documents (such as the College Website) that the plan is available on request and in a number of formats if required, subject to appropriate notice being given.

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