

ACCESSIBILITY POLICY
ST ALBANS INDEPENDENT COLLEGE

Signed by: Assim Jemal (Principal)

Date: 5th May 2020

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Statement of intent

St Albans Independent College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The College is active in promoting an inclusive positive environment by ensuring that every pupil where possible is given equal opportunity to develop socially, to learn and to enjoy College life. The College continually looks for ways to improve accessibility within the College through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework
 - 1.1. This policy has due regard to legislation including, but not limited to, the following:
 - United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - 1.2. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - 1.3. This policy will be used in conjunction with the following College policies and procedures:
 - Equality and Diversity Policy
 - Equality Information and Objectives Policy
 - Early Years Foundation Stage (EYFS) Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Equal Opportunities and Dignity at Work Policy
 - Admissions Policy
 - Behavioural Policy
 - Supporting Pupils with Medical Conditions Policy
 - Administering Medication Policy
 - Anti-Bullying Policy
 - Curriculum Policy
 - Health and Safety Policy
 - College Development Plan
 - Data Protection Policy
2. Definition
 - 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.
3. Roles and responsibilities
 - 3.1. Staff members will act in accordance with the College's Accessibility Policy and Accessibility Plan at all times.
 - 3.2. The Principal, will create an Accessibility Plan with the intention of improving the College's accessibility.
 - 3.3. The Principal, will be responsible for monitoring the Accessibility Plan.
 - 3.4. The Principal will approve the Accessibility Plan before it is implemented.
 - 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
 - 3.6. The Principal will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
 - 3.7. During a new pupil's induction, the Principal will establish whether the pupil has any disabilities or medical conditions which the College should be aware of.
 - 3.8. The Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
 - 3.9. The Principal, will work closely with the LA and external agencies to effectively create and implement the College's Accessibility Plan.
 - 3.10. The SENCO will work closely with the Principal to ensure that pupils with SEND are appropriately supported.
 - 3.11. All staff members and governors will partake in whole-College training on equality issues related to the Equality Act 2010.
 - 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.
4. Accessibility Plan
 - 4.1. The Accessibility Plan will be structured to complement and support the College's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
 - 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the College Development Plan.
 - 4.3. The College's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the College within a given timeframe.
 - 4.4. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the College's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in May 2023.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other College planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. The College will collaborate with the LA in order to effectively develop and implement the plan.
- 4.10. An access audit will be undertaken every year.
- 4.11. The College will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.12. During Ofsted inspections, the inspectorate may include the College's Accessibility Plan as part of their review.
- 4.13. The LA will prepare accessibility strategies based on the same principles as the College's Accessibility Plan.
- 4.14. The LA will provide auxiliary aids and services where necessary to help the College provide suitable support to pupils with disabilities.
5. Equal opportunities
 - 5.1. The College strives to ensure that all existing and potential pupils are given the same opportunities.
 - 5.2. The College is committed to developing a culture of inclusion, support and awareness.
 - 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
 - 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
 - 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
 - 5.6. The College will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all College activities.
6. Admissions
 - 6.1. The College will act in accordance with the Admissions Policy.
 - 6.2. The College will apply the same entry criteria to all pupils and potential pupils.
 - 6.3. The College will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
 - 6.4. The College will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the College.

- 6.5. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the College community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting College in order to discuss the pupil's specific needs.
7. Curriculum
 - 7.1. The College is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
 - 7.2. No pupil is excluded from any aspect of the College curriculum due to their disabilities or impairments.
 - 7.3. The College aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
 - 7.4. The head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
 - 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
 - 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
 - 7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
 - 7.8. There are established procedures for the identification and support of pupils with SEND in place at the College.
 - 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
 - 7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.
 - 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.
8. Physical environment
 - 8.1. The College is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the College premises.
 - 8.2. There are no parts of the College to which pupils with disabilities have limited or no access to.
 - 8.3. The College has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
 - 8.4. There are provisions for nappy changing.
 - 8.5. Where entrances to the College are not flat, a ramp is supplied for access.
 - 8.6. Wide doors are fitted throughout the College to allow for wheelchair access.

- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.
9. Monitoring and review
 - 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
 - 9.2. The Principal will review the policy in collaboration with the SENCO.
 - 9.3. Equality impact assessments will be undertaken as and when College policies are reviewed.