

ACCESSIBILITY POLICY 2026

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 and staff with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a disabled person faces in comparison with non-disabled persons. This can include, for example, the provision of an auxiliary aid, physical accessibility,, neurodiversity Inclusive practice, digital accessibility

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 eliminating 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 (2026) – (DfE 2026)
- ✦ *Keeping Children Safe in Education* (DfE, current edition)
- ✦ Equality Act 2010: Advice for schools – DfE
- ✦ *Technical Guidance for Schools in England* (Equality and Human Rights Commission)
- ✦ Reasonable Adjustment for Disabled Pupils (2012) – Equality and Human Rights Commission
- ✦ Supporting Pupils at School with Medical Conditions– DfE statutory guidance)
- ✦ *SEND Code of Practice: 0–25 Years* (DfE and Department of Health & Social Care)*Children and Families Act 2014*
- ✦ *United Nations Convention on the Rights of the Child (UNCRC)*
- ✦ *The Public Sector Equality Duty (PSED)* under the Equality Act 2010

The Accessibility Policy will be incorporated and referred to in curriculum policies as they are reviewed and will form part of the College Accountability 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 monitored under the health and safety committee. It will be shared with parents/carers on the schools website.

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), or Sharepoint for staff via the Grievance Policy.

AIMS AND OBJECTIVES

It is a legal requirement that the Accessibility Plan is appropriately resourced, implemented, monitored and reviewed regularly, with progress reported annually. The plan operates on a three-year cycle and will remain responsive to emerging needs, changes in legislation and developments in inclusive practice.

The aim of this plan is to ensure that no pupil is disadvantaged in accessing learning, no staff member is disadvantaged in carrying out their role, and no parent, carer, visitor or member of the public is disadvantaged in accessing or engaging with the services provided by WSAPC.

To achieve this, WSAPC will:

- Increase and maintain access to the curriculum for pupils with disabilities, additional needs and barriers to learning.
- Improve and maintain access to the physical environment across all WSAPC centres, enabling pupils, staff and visitors to access education, facilities and services safely and effectively.
- Improve and maintain the accessibility of information, communication and documentation for pupils, families, staff and wider stakeholders.
- Improve and maintain the accessibility of electronic systems, online learning platforms and digital resources.
- Promote inclusive, neurodiversity-informed and trauma-informed approaches which reduce barriers to participation and engagement.
- Ensure reasonable adjustments are considered and implemented where appropriate.
- Utilise personalised intervention timetables and flexible approaches to learning where appropriate to support engagement, regulation, medical needs and successful access to education. These arrangements will be reviewed regularly to ensure they remain appropriate, proportionate and supportive of positive outcomes.
- Offer flexible approaches to communication and parental engagement, including online meetings and virtual participation where disabilities, medical needs, anxiety or other barriers may impact upon engagement in home-school relationships.
- Continue to develop accessible learning environments that support sensory, emotional, communication and physical needs.
- Review accessibility arrangements regularly in response to changing cohorts, emerging best practice and stakeholder feedback.

Current Good Practice

- 🔹 WSAPC recognises that accessibility extends beyond physical access and includes sensory, emotional, communication, cognitive and digital accessibility. Current inclusive practice across the College includes:
- 🔹 Interpreters and translation support accessed for key meetings and communications where required.
- 🔹 Provision of examination access arrangements for eligible pupils in line with JCQ guidance.
- 🔹 Provision of assistive and adaptive ICT equipment and software where appropriate, including speech-to-text technology, accessibility software, large monitors and adapted devices.
- 🔹 Staff training and ongoing professional development relating to disability awareness, neurodiversity, sensory needs, trauma-informed practice and inclusive classroom strategies.
- 🔹 Engagement with Access to Work and other specialist support services where appropriate.
- 🔹 Adjustable-height interactive screens and adaptable learning environments across centres.
- 🔹 Wheelchair access routes, ramps and accessible toilet facilities at all sites.
- 🔹 Accessible signage and consideration of lighting, acoustics and sensory environments.
- 🔹 Age-appropriate Acceptable Use Agreements and accessible online safety resources.
- 🔹 Use of software and visual communication tools to support pupils with SEND and communication needs.
- 🔹 Dyslexia-friendly teaching and learning strategies, including dyslexia-friendly fonts, non-glare resources, coloured overlays, reading rulers, coloured exercise books and adapted reading materials.
- 🔹 Use of coloured backgrounds and accessible formatting within worksheets, presentations and electronic resources.

- 🔹 Library and reading areas containing a range of accessible and high-interest reading materials to promote engagement with literacy, including dyslexia-friendly and audio-supported resources where appropriate.
- 🔹 Calm spaces, regulation areas and low-stimulation environments to support emotional regulation, sensory needs and readiness for learning.
- 🔹 Flexible seating, movement breaks and sensory support strategies to promote engagement and reduce barriers to learning.
- 🔹 Flexible and socially acceptable universal strategies that support pupils without creating unnecessary stigma.
- 🔹 Accessible website content, including a combination of text, imagery and subtitled video resources.
- 🔹 Captioned video, visual supports and alternative methods of communication where appropriate.
- 🔹 Remote and blended learning approaches to support pupils who are temporarily unable to access in-person education due to medical, emotional or additional needs.
- 🔹 Flexible curriculum delivery and differentiated approaches to support engagement, participation and achievement for all learners.
- 🔹 Multi-agency working and collaborative planning to ensure accessibility needs are identified and supported effectively.
- 🔹 Personal Emergency Evacuation Plans (PEEPs) implemented where required to support safe evacuation procedures.
- 🔹 Ongoing review of accessibility arrangements in response to changing pupil cohorts, emerging needs and developing best practice.
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ACTION	TIMETABLE	ACTIVITIES	SUCCESS CRITERIA	Responsibility	MONITORING
WSAPC Universal Accessibility Framework	July 2027	all presentations use accessible fonts/backgrounds,	Standardised templates available for download on SharePoint	Snr. BSA	Action plan reviewed by H & S Committee.
		all videos subtitled	videos subtitled	HR & COMMS	
		all classrooms have regulation resources	Visible resources, feedback from staff,	FM	
		all staff routinely chunk instructions	Evidenced in T&L, lesson feedback, curriculum reviews.	DOL	
		sensory considerations embedded in room layout	Consideration applied to every area in centres	PM	
		visual timetables universal	Disability is consistently assessed for all	HOS	
		OIAP embedded into every classroom practice consistently.	Learning Walk SEND Observations	SENDSCO	
Sensory Environment Audits	Aug 2027	Sensory audits of classrooms	Audits completed	SENDSCO	Biannual PDP evidence review.
		Acoustics reviewed in problem areas.	Acoustics reviewed and evidenced in PDP's and problem areas rectified.	PM	H & S Committee review termly.
		Low-arousal learning environments		Teachers	

					Reviewed annually at H & S meeting and monitored by H & S Representatives.
		Review of lighting and consideration for Flexible lighting	reviewed and evidenced in PDP's and problem areas rectified.	PM	
		Training for all staff around sensory triggers for pupils	Staff report increased confidence in managing sensory need. Sensory Audits completed for pupils identified Sensory training delivered whole school as part of annual training calendar.	SENDCO / DOL	
		Behaviour support plans embedded for all WSAPC pupils.	Behaviour support plans embedded for all WSAPC pupils.	HOS	
Communication Accessibility	Sept 2026	Visual and video-based communication to support understanding and accessibility	Greater home / school relationships.	Exec Head	H & S Committee
		Regular staff and pupil surveys implanted to ensure stakeholder voice is embedded in comms strategy.	Stakeholder voice embedded in practice.	HR & Comms	

		Review of al template letters and admission packs	Accessibility reviewed.	Snr BSA	
Digital Accessibility Strategy	Sept 27	Website accessibility audit	Audit Completed	Exec Asst.	E-Safety Audit review Governance reporting Health and Safety Committee
		Accessibility checks for all online learning	Audit Completed and recommendations implemented.	IDS Manager	
		Staff training in accessible digital design	Staff Training on Training calendar.	Curric Lead	
		FONTS standardised on all profiles	FONTS standardised on all profiles	IDS Manager	
		AI Policy in place	AI Policy in place	IDS Manager	
		Staff Training in Accessible digital tools.	Reported staff confidence	IDS Manager	
accessibility Through Curriculum Design	Sept 2026	adaptive vocational pathways	Learning Walk SEND Observations	SENDSCO	Learning Walks
		emotionally accessible curriculum content.	emotionally accessible curriculum content.	Curric Lead / DOL	
		Review of curriculum	Curriculum is accessible to all and gaps in learning are addressed effectively	DOL	

Adopted by WSAPC	June 2014
Last Revised	June 2024 / March 26
Next Due for Review – 3 years	July 27