

GRACE COLLEGE

Accessibility Policy 2025-26



What is Disability?

A disability can be defined as a physical or mental impairment. The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on an individual's everyday life.

Aims

The purpose of this accessibility plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum. The curriculum is carefully designed to meet the needs of all learners.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to students with disabilities by ensuring appropriate support is given to them and that those staff who work with these children are fully aware of their needs.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At Grace College all students can access the curriculum regardless of disability. All students in attendance at the College have access to a broad and varied curriculum. We believe that all students should be able to take full advantage of their education and associated opportunities.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding matters relating to disability.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation

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.

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. We commit to taking all reasonable steps to avoid putting students with a disability at a substantial disadvantage (the 'reasonable adjustment' duty). Compliance with the Equality act, 2010 is consistent with our setting's aims and equal opportunities policy and SEND information report. This setting provides all students with a broad and balanced curriculum that is adapted to meet student needs.

The College governors have the duty to publish Accessibility Strategies and Plans.

The key priorities of this plan are:

- Not to treat disabled students less favourably for reasons related to their disability.
- To provide safe access throughout the college for all college users irrespective of their disability.
- To make reasonable adjustments for disabled students, so they are not at a substantial disadvantage.
- To ensure access for education for disabled students.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- To provide training for all staff regarding the needs of disabled people and how to provide assistance to enable them to take a full part in college life.

Our setting:

- recognises and values a student's knowledge/ parent or carers knowledge of their child's disability.
- recognises the effect that disability has on a student's ability to carry out activities.
- respects the parent/ carer and students' right to confidentiality.

Monitoring

Monitoring is essential to ensure that students with disabilities are fully able to access the College's curriculum. This document will be reviewed annually, and it will be approved by the Principal, Mrs R Hooker.

Management

Accessibility action planning forms part of the College's annual development planning and is approved by the Governors.

The College's Leadership Team's terms of reference are:

- To review the College's policies, procedures, and facilities as they are likely to affect students and prospective students who are disabled.
- To make decisions with a view to improving the accessibility of its education in its many aspects, to students or prospective students with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the College's Accessibility Action Plan.

Teaching and Learning

As set out in the SEND Policy the College has:

- a SEND department equipped to deal with the range of learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow
- a resources and staff necessary to support children with disabilities using a range of strategies

The College has a procedure for dealing with accessibility in advance of a child's arrival or, in the case of the emergence of a disability during a child's time at the College, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- the use of specialist aids (based on advice from medical professionals) such as wheelchairs and radio aids
- provision of support from within the College's mainstream resources or, if necessary, through the College's SEND department and/or through other learning support and/or medical and/or welfare support.
- regular reviews of student needs
- deployment of LSAs to support students where appropriate
- individual learning plans to ensure that all staff understand student needs and know how to enable them to access the curriculum
- information seating plans to ensure that they meet the needs of students to promote independence and
- training for designated staff on the use of EVAC chairs and Pupil Evacuation Plans.
- extra-curricular activities to enable all students to take part in a range of activities.
- a safe site where access to student facing facilities is accessible for students with disabilities.

Action Plan

Aim	Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
1. Increase access to the curriculum for students with a disability	Our school offers a broad, balanced and ambitious curriculum for all students. We use resources tailored to the needs of students to access the curriculum Curriculum progress is tracked for all students, including those with a disability We aim for all students to achieve a personal best and the curriculum is planned so that all students can do so. The curriculum is reviewed to ensure it meets the needs of all students	To ensure that curriculum resources include examples of people with disabilities	To include reference or images of disabled people in teaching resources, assemblies, personal development, and publicity materials	Vice Principal (Quality of Education)	Ongoing	Teaching and assembly resources will include photos and examples of disabled people
2. Improve and maintain access to the physical environment	The environment is adapted to meet the needs of students as required. This includes: • Ramps • Elevators • Corridor width • Disabled toilets • Counters that are wheelchair accessible e.g. in the restaurant • Braille signage • Evacuation Chairs	Maintain safe access around the interior and exterior of the building	Site staff to ensure that the floors and paths outside are kept clear and debris free	Facilities Manager	Ongoing	Safe movement for all around the College site
		Elevators provide ease of access	Elevators are maintained regularly	Facilities Manager	Ongoing	Safe movement for all around the building
		Ensure that designated staff are trained in the use of EVAC chairs.	Designated staff are trained regularly and given opportunities to refresh this skill	Principal	Biannually	Disabled people are safely evacuated from upper floors and can exit the building
		Personal Emergency Evacuation Plans	Updated to reflect student needs	Principal	Annually	Safe evacuation procedures for disabled students

3.Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Electronic resources e.g. email, school website Radio Aids	Information available to students, parents / carers in an accessible format	Audit to find out what format parent/ carers require	SENCO	Yearly and whenever new students join the college	All students, parents/ carers can access information
		Designated staff know how to use Radio Aids	Training provided by the LINT team	SENCO	Every May	Hearing impaired students can communicate effectively with their teachers in all lessons

Other related College Policies

Equality for disabled students is included as an explicit aim in all the College's policies and is supported by the College's other policies including:

- Equal Opportunities Policy
- ESF Behaviour Policy
- Admissions Policy
- School improvement Plan
- College Asset Management Plan
- SEND Policy