

May 2025

Accessibility Policy and Plan

This document relates to

Shaftesbury Education

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General Principles

The purpose of this policy is:

To increase the extent to which disabled students can participate in the curriculum.

To improve the physical environment and provision to enable students with disabilities and additional needs to take better advantage of education, benefits, facilities and services provided.

To improve the availability of accessible information to students with disabilities and additional needs.

To support the creation of an environment where all individuals have equal access to educational opportunities and are supported to achieve their full potential.

Basis for this policy

Shaftesbury supports children, young people and adults with physical and learning disabilities in a range of settings across England, Wales and Northern Ireland. Shaftesbury Education settings cater for a wide range of learning need and disability, including autism and physical disabilities.

Developing a comprehensive Accessibility Policy and Plan for Shaftesbury Education's settings is essential to ensure compliance with statutory requirements and to promote inclusivity for all students, staff and visitors including those with disabilities. This policy outlines our strategy to enhance accessibility across our educational settings.

Legal framework

This policy is guided by the following legislation and guidance:

- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice
- Technical Guidance for Schools in England: [Technical guidance for schools in England | EHRC](#)
- Guidance on Meeting Digital and Technology Standards in Schools and Colleges: [Meeting digital and technology standards in schools and colleges - Digital accessibility standards - Guidance - GOV.UK](#)

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. All students who attend any Shaftesbury Education provision have a range of diagnosis and/or additional needs and as such these have a 'substantial' and 'long-term' impact on their ability to access education.

Shaftesbury Education is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

In addition to making specific and personalised 'reasonable adjustments' for individual students, and because all Shaftesbury Education students have a range of diagnosis and/or additional needs, the environments and provision that we provide as *a standard and* across all of our settings are designed to '*alleviate any substantial disadvantage*' that our students may experience.

Accessibility Plan

Curriculum Access

Differentiated Instruction

Shaftesbury Education will implement teaching strategies as a standard and that cater to diverse learning needs, ensuring that lesson plans are adaptable to accommodate students with disabilities. All instructional delivery modes (led, facilitated, and unsupported) will be flexible and differentiated to support varied abilities and encourage participation and independence. Staff are trained to incorporate this into the learning activities,

Assistive Technologies

Shaftesbury Education will provide and maintain assistive devices and software to support learning.

Staff Training

Shaftesbury Education will conduct regular professional development sessions focused on inclusive teaching practices and awareness of various disabilities. Staff will also be trained to use assistive technologies and deliver differentiated learning.

Reasonable Adjustments: The college will provide reasonable adjustments to working environments, equipment, or job roles to support staff with disabilities. This may include flexible working arrangements or adapted technology.

Curriculum Adaptation

Learning materials are adapted as a standard in all Shaftesbury Education settings, for example, the standard use of visual support for many of our students. Teaching methods will also be adapted to accommodate various learning styles and needs, including physical, sensory, cognitive, and communication disabilities. Alternative formats (including visuals, large print, Braille, audio, digital formats) will be available where necessary.

Physical Environment

Buildings and Facilities

All our buildings, classrooms, and communal spaces should be fully accessible. This includes ramps, automatic doors, lifts, accessible toilets, wide corridors, and well-lit areas. Furniture and equipment will be adaptable to suit individual needs.

External Spaces

Allowing for environmental specifics because of geographic location, for example, location is on a hill, outdoor learning environments, pathways, tracks and forest schools areas will have clear signage, even surfaces, and appropriate resting areas.

Transport and Parking

Accessible parking spaces will be provided near entrances, and drop-off points will accommodate those with mobility challenges. Transport provided by or for Shaftesbury provisions will include accessible vehicles.

Site Assessments

Shaftesbury Education will regularly evaluate the physical accessibility of each setting, identifying and addressing barriers such as ramps, door widths, signage, and accessible toilet facilities.

Emergency Procedures

Shaftesbury Education will ensure that emergency evacuation plans are inclusive, with specific provisions for individuals with mobility challenges.

Maintenance

Shaftesbury Education will establish a routine maintenance schedule to ensure that all accessibility features are functional and meet current standards.

Information Accessibility

Accessible Formats

Shaftesbury Education will provide school information, including policies, newsletters, and reports, in accessible formats such as large print, Braille, or electronic formats upon request.

Website Compliance

Shaftesbury Education websites and all online learning platforms will adhere to Web Content Accessibility Guidelines (WCAG 2.1 AA standard). All digital content, including course materials and communications, will be accessible to screen readers and other assistive technologies.

Virtual Learning

Remote or hybrid learning opportunities will be designed to accommodate students with disabilities, ensuring full participation in virtual environments.

Communication Support

Shaftesbury Education will offer interpretation or translation services for families whose first language is not English or who use alternative communication methods. At Annual Review Meetings parents can request a translator to attend, if they are not confident in holding the meeting in English, where appropriate.

Visitor Accessibility

All visitors to our services are welcomed. We will do our utmost to accommodate individual needs and requirements by enquiring prior to any visit.

Visitors are met on arrival, signed in, and are accompanied throughout their visit.

Clear Communication

Information about accessibility features (e.g., accessible toilets, parking, routes) will be provided to visitors in advance of their visit. Upon arrival, visitors will be welcomed, and any accessibility needs will be promptly addressed.

Guided Support

Trained staff will be available to assist visitors with disabilities during events, open days, or other activities. Accessible facilities and resources will be available upon request.

Admissions and Transitions

Inclusive Admissions

Shaftesbury Education sites are designed to welcome and support students with a range of Special Educational Needs and Disabilities. The admissions process will be accessible, with

all materials available in alternative formats and reasonable adjustments made for visits and assessments.

Transition Support

Transition plans for new students with disabilities will be tailored, with involvement from families, carers, and external agencies where appropriate. The college will offer flexible transition programs to ease the move to the new learning environment.

Health and Safety

Risk Assessments

Individual risk assessments will be carried out for students, staff, or visitors with specific needs, ensuring a safe environment that does not compromise participation.

The use of dynamic risk assessment is a key feature of our safeguarding approach.

Emergency Procedures

All Shaftesbury Education provisions will ensure all emergency evacuation procedures are accessible at site level to individuals with disabilities. This includes clear signage, accessible exits, and personal emergency evacuation plans (PEEPs) for those who need them.

Responsibilities

Senior Leadership Team (SLT)

Oversee the implementation of the Accessibility Plan and ensure compliance with statutory requirements.

Staff Members

Adhere to the policy guidelines and participate in training to support accessibility initiatives.

Students and Families

Engage with the school to communicate needs and provide feedback on accessibility matters.

Monitoring and Review

Shaftesbury Education will seek regular feedback from students, staff, and visitors on the accessibility of our services, facilities, and environments. We will consult with individuals and organisations that represent people with disabilities to continuously improve our accessibility practices.

Individuals who encounter barriers to access or wish to raise concerns can submit feedback through our accessible complaint system. We are committed to addressing concerns swiftly and effectively.

Shaftesbury Education will conduct annual accessibility audits to assess progress and identify new areas for improvement.

Shaftesbury Education will establish channels for students, parents, and staff to provide feedback on accessibility issues, ensuring concerns are addressed promptly.

Policy Review

This Accessibility Policy and Plan will be reviewed every three years, or sooner if significant changes occur, to ensure ongoing relevance and effectiveness.

Contact Information

For more information or to discuss any accessibility requirements, please contact:

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Email	milliecollege@shaftesburygroup.org		vec@victoria.poole.sch.uk
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Address	Holton Lee, Holton Heath, Nr Wareham, BH16 6JN	Croydon Rd, Hayes, Bromley BR2 7AG	12 Lindsay Rd, Branksome, Poole BH13 6AS

Other Relevant Policies

- Equality and Diversity Policy
- Risk assessment policy
- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Policy Ownership

Name	Version
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Accessibility Plan 1.0

Date published	Date for next review
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May 2025 May 2028

Approved by	Signature	Date
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History	Date	Author	Reason
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v1.0 May 2025 Jon Ascot Plan created