

ACCESSIBILITY POLICY

CATEGORY	Audit & Risk
POLICY OWNER	Building Maintenance Manager
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APPROVED BY	Director of Operations & Sustainability
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1. Policy Purpose

The purpose of the Accessibility Policy is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the College community for students, and prospective students, staff, governors, volunteers and visitors with a disability. The plan is developed around three planning duties:

- improving access to the curriculum
- improving the physical environment
- improving communications.

The policy also takes account of the need to involve students in making decisions which are likely to affect them.

2. Policy Statement

This accessibility plan is drawn up in compliance with current legislation and requirements. The Board of Governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period. This accessibility plan is structured to complement and support the College's equality objectives, and will similarly be published on the College website.

3. Policy Implementation

3.1 Equality Act 2010 statement

It is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled student is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the learner's disability stops them from easily concentrating;
- victimisation, for example suspending a disabled learner because they've complained about harassment.

3.2 Policy

The college is based around St Donat’s Castle, a 12th Century building that is listed for its architectural and historical importance. The nature of the building and the estate, which is in a steep valley, is such that it is not always possible to make alterations to facilitate access, although wherever possible, the facilities are adapted to widen access. The college installed a disabled lift in the Castle in 2014.

We have an admissions policy and criteria (available to view on our website) which, wherever possible, seeks to remove barriers to entry to our college for students with particular needs and/or disabilities. We strive to be a fully inclusive and welcoming college as our objectives state – the assessment process is not influenced by an individual’s gender, ethnicity, race, religion, disability nor, as far as funds allow, economic status.

We regularly review and take steps to improve the physical environment of the college in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the college. We have provided ramps at the entrances to college buildings and provided special furniture in boarding houses.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled students are, wherever possible, removed. We have many students from different races and nationalities, who do not have English as a first language and we support them from their arrival throughout their time at the college.

3.3 Context

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the college’s diversity and equality policy for staff in the day-to-day management of UWC Atlantic College. Adaptations have been made to enable any member of the College community with any disabilities, to take as full a part as possible in college life.

We have conducted an audit of our provision for students (current or prospective) with particular needs and/or disabilities. We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body.

3.4 Action Plan

The following has been carefully considered by the college’s management team and is regularly monitored:

- Admissions
- Education
- Co-curricular activities
- Governing body representation
- Physical college environment
- Selection and recruitment of staff
- Staff training
- Welfare

The results of UWC Atlantic’s audit and continuous monitoring of the above has informed the action plan which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
98 (a)	Increasing the extent to which disabled students (including those with learning difficulties) can participate in the college’s curriculum;
98 (b)	Improving the provision to disabled students of information which is already in writing for students who are not disabled
98 (c)	Improving the physical environment of the college in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the college.

4. Related Information

4.1 Relevant Policies

- Admissions Policy
- Diversity & Equality Policy

5. Policy Measurement and Reporting

The Accessibility Policy is reviewed annually by the Audit & Risk Committee of the Board and the Building Maintenance Manager as part of the annual review cycle and as part of the whole College development plan. Part of this review process will consider to what extent the policy is being used as an active working document.

The policy is communicated to the school community electronically on **Every** and is available on the UWCA website.