ACCESSIBILITY POLICY

Removing barriers to learning, premises, communication and participation

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND RESPONSIBILITY

Make Impact's commissioned AP accessible to disabled learners, staff and visitors. Kate Willis leads accessibility planning; all staff identify and act on barriers. Use this policy alongside SEND, Admissions, Equality, Health and Safety and Fire Safety. It does not certify that every room or site is physically accessible.

2 | UNDERSTANDING INDIVIDUAL ACCESS

Gather information about mobility, communication, sensory, cognition and medical requirements through referral, visits and discussion. Listen directly to the learner using suitable communication support. Consider barriers before the placement or activity begins. Record agreed arrangements and who will deliver them; review needs as the programme or environment changes.

3 | ACCESSIBLE TEACHING

Adapt instructions, pace, grouping, resources, tasks and assessment methods while keeping meaningful challenge. Provide visual supports, clear vocabulary, processing time, communication aids and practical demonstrations where useful. Staff must know the learner's agreed support and check understanding rather than assuming compliance or silence demonstrates access.

4 | PREMISES AND ROUTES

Check entrances, thresholds, corridors, stairs, toilets, seating, lighting and safe circulation at each site. Allocate accessible rooms and activities where required. Do not rely on staff carrying a learner as a normal access arrangement. Seek appropriate premises advice for changes and record interim arrangements where structural work needs permission or time.

5 | BASEMENT AND ROOM ALLOCATION

The Ashton basement is reached by stairs and has its only exit via those stairs. Assess access and evacuation needs before any learner uses it. Offer equivalent learning in an accessible location when the route cannot be used safely. A timetable must not leave a learner excluded from music or art because of room allocation.

6 | INFORMATION AND COMMUNICATION

Offer accessible timetables, policy information, letters, directions and feedback. Use plain language, suitable print size, visual material or alternative formats according to need. Check website and electronic materials for practical accessibility. Agree interpretation or communication support where required; do not rely on another child to translate confidential matters.

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7 | SENSORY AND REGULATION NEEDS

Consider noise, crowding, visual load, lighting, temperature and transitions. Provide predictable routines, planned breaks and an appropriate quieter space where needed. Explain changes in advance. A calming area must remain supervised appropriately and must not become punitive isolation. Review whether adjustments enable participation rather than simply removing demands.

8 | EMERGENCY AND MEDICAL ACCESS

Create individual emergency evacuation arrangements when needed and test that staffing and equipment can deliver them. Plan access to first aid, medication, personal care and safe transport. Staff must know who assists and what happens during staff absence. Never assume an accessible entrance proves a safe emergency exit.

9 | ACCESSIBILITY ACTION PLAN

Maintain a working plan listing each identified barrier, proposed action, interim adjustment, owner, target date, resources and completion evidence. Include curriculum access, the physical environment and information. Review at least termly and after referrals, room changes or incidents. Consult affected learners and families on whether the action removed the barrier.

10 | EXTERNAL ACTIVITIES AND ACCOUNTABILITY

Check accessibility before booking transport, visits or providers and agree adaptations with the venue. Offer meaningful alternatives when necessary. Monitor participation and complaints for patterns of exclusion. Staff report unresolved barriers to Kate Willis; concerns about discriminatory access follow Complaints and Equality routes without delaying immediate support.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Equality Act 2010; relevant reasonable-adjustment duties for the provision.

legislation.gov.uk/ukpga/2010/15/contents

Check current versions and apply according to Impact's legal and commissioning status.