POLICY – Accessibility

Education Universal

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Tonia Lewis
Education and Quality
Regional Lead

Karen Carrington
Head teacher

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. School Profile

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences.
In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

2. Purpose

This policy applies to sets out how we will deliver accessibility for learners, colleagues, and the wider community across all sites. It provides a universal framework and outlines the expectations that apply to:

- Staff (teachers, tutors and the wider staff team)
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

By using this policy, Dunbroch School meets statutory duties, upholds safeguarding responsibilities, complies with data protection requirements, and sustains high-quality, inclusive provision. In practical terms, that means accessible teaching and tutoring, a progressively more accessible estate, and information that people can actually use—digital and otherwise.

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A.**

3. Legal and Regulatory Context

Dunbroch School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

4. Our commitment

We want every learner, colleague, parent/carer, and visitor to feel the site was designed with them in mind. That commitment shows up in two ways: first, we **anticipate** barriers and remove them where we can; second, when barriers still arise, we **respond quickly** with reasonable adjustments so participation is the norm, not the exception. This policy gives each site a clear, practical framework for doing that consistently, in line with national law and inspection expectations.

4.1 Access to Learning (teaching, tutoring and support)

In classrooms and workshops, teachers and tutors plan for inclusion from the outset, not as an afterthought. Lessons assume a range of needs will be present; materials are prepared in accessible formats; assistive technologies are used confidently. Barriers—whether physical, sensory, cognitive, or related to communication—are anticipated and reasonable adjustments are implemented quickly. This reflects the anticipatory nature of accessibility planning in schools and the Equality Act's wider duties.

4.2 Access to the Physical Environment (estate and operations)

Entrances, circulation routes, toilets, teaching spaces, signage and wayfinding are progressively improved through estates plans that prioritise dignity and independence. Personal Emergency Evacuation Plans (where required) are in place, tested, and understood. Capital and maintenance plans explicitly show how accessibility is being improved over time in line with the regulatory and legislative frameworks where the site in located.

4.3 Access to Information (communications and digital)

Letters, handbooks, timetables and assessments are designed to be readable and available in alternative formats on request, with clear turn-around times that we meet. Digital content follows recognised accessibility standards and is tested with real users where possible; teams use accessible templates by default and act on audit findings. *The DfE Accessibility & Inclusive Design Manual offers concrete, practical guidance on standards, testing and audits that teams can adopt across sites.*

5. Roles and Responsibilities (clear ownership and follow-through)

5.1 Staff (teachers, tutors and wider staff team)

Staff make inclusion visible every day: they plan for diverse needs, use accessible materials, and implement agreed adjustments. When barriers emerge, they log them, fix what they can, and escalate what they can't—promptly and constructively.

5.2 Senior Leaders

Senior Leaders make sure a Local Accessibility Plan (or locally required equivalent) is in place, published where required, and reviewed on the correct cycle for the nation. They assign responsibilities, align budgets, and keep an eye on impact, not just activity.

5.3 Organisation Leadership (central)

The organisation owns the universal policy, provides model templates and training, and runs proportionate assurance so we can say—confidently—how well we are doing and what we're improving next.

5.4 Learners and Families

Learners and parents/carers know how to request adjustments, give feedback, and participate in reviews. Their insights shape our priorities.

5.5 Visitors and Contractors

Visitors and contractors receive clear instructions about accessibility expectations and comply with site procedures while on the premises.

6. Reasonable Adjustments (how people get help, fast)

Requests can come from learners, families, staff or partners. We triage quickly, agree what will be done**,** by whom and by when, and we confirm it in writing in a plain, respectful way. Where we can't do what's asked, we explain why and offer alternatives. This process is easy to find on the site website and reflected in induction for new staff. This brings to life the anticipatory and continuing responsibilities set out in national guidance.

7. Local Accessibility Planning and Publication

Each site maintains a Local Accessibility Plan. The plan is short, concrete and public-facing (where required), with 3–5 objectives spanning: learning, environment, and information. It names leads, resources, milestones and evidence. Review cycles follow national rules regarding publishing, review cycles and alignment to local authorities associated strategies. Sites refer to Appendix A-C for guidance on requirements.

The school is single level, there are a number of separate buildings on the site (children's homes, clinical block). Facilities include: classrooms, a kitchen, therapy rooms and outside areas. There is access for young people and adults who may use a wheelchair to some areas but not all, Access to the school is available as the front door and back door area are ramped. There is also a disabled access toilet. There is access to most of the site, but the paths have steep parts.

Analysis of the information gathered will enable the school to identify the areas of the curriculum which present difficulties for students with learning difficulties/disabilities and whether the physical environment of the school hampers access to the whole life of the school, and try to adjust accordingly.

8. Monitoring, Evaluation and Assurance

We check progress termly at site level and twice-yearly across the organisation. Evidence includes learner voice, parent/carer feedback, lesson/learning walks focused on inclusion, estates progress, and digital accessibility checks. Findings feed straight into CPD, procurement, and capital planning. This ensures what's on paper is visible in classrooms, corridors and communications.

9. Training and Competence

Accessibility is part of induction for everyone and refreshed annually. Teachers and tutors get practical, subject-specific strategies for inclusive delivery. Estates and digital teams get training on standards, audits and fix-cycles. Leaders are briefed on their nation's legal and inspection expectations.

10. Feedback, Concerns and Complaints

Raising a concern is simple and safe. We publish how to do it, we respond in a timely way, and we treat every contact as a chance to learn. Trend analysis (what people ask for, how quickly we deliver, and where we're slow) informs the next iteration of the Local Accessibility Plan.

Refer to the Complaints Policy for further information.

Related Policies

- Safeguarding & Child Protection Policy
- Inclusion Policy
- Behaviour, Relationship
- Anti-Bullying Policy
- Accessibility Plan / Accessibility Strategy
- SEND Policy (England) / ALN Policy (Wales) / ASN Policy (Scotland)
- Teaching and Learning Policy
- Curriculum Policy
- Assessment
- Marking and Feedback Policy
- Admissions Policy
- Attendance Policy
- Mental Health and Well-Being Policy (MHWB)
- Equality, Diversity & Inclusion Policy
- Data Protection (GDPR) & Information Governance Policy
- Complaints Policy
- Educational Visits / Trips & Risk Assessment Policy
- Staff Code of Conduct
- Examinations

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A - England

Legislation, guidance and regulatory frameworks underpinning Accessibility in England.

Equality Act 2010 (incl. PSED and reasonable adjustments)

- **Means:** UK anti-discrimination law covering protected characteristics and the Public Sector Equality Duty; applies to all sites (schools and FE).
- **Requires:** Sites to prevent discrimination/harassment, make reasonable adjustments, and evidence due regard in decisions and practice. Inspectors expect inclusive culture and compliance in day-to-day operations.
- **Our stance:** We treat PSED as a live decision test; every inclusion decision is recorded with the equality rationale.
- **Implementation example:** School/College publishes annual equality objectives and logs reasonable-adjustment decisions with outcomes for Learners.
- **Links:** https://www.legislation.gov.uk/en/ukpga/2010/15

Equality Act 2010 — Schedule 10 (Accessibility planning)

- **Means:** Specific duty on schools to plan for access to curriculum, environment and information (accessibility plans).
- **Requires:** A published plan with measurable actions; leaders monitor delivery and impact on participation and attainment. Inspectors look for implementation, not just intent.
- **Our stance:** Every School/College maintains a Local Accessibility Plan and reports termly progress.
- **Implementation example:** Site plan shows completed estates works, alternative format timelines, and curriculum access adjustments with impact notes.
- **Links:**https://www.legislation.gov.uk/ukpga/2010/15/schedule/10/crossheading/accessibility-plans

Children and Families Act 2014 — Part 3 (SEND)

- **Means:** Legal framework for identifying, assessing and meeting SEND; establishes EHC plans and core principles of participation and outcomes (applies to schools and FE in England).
- **Requires:** Graduated response, joint working, timely assessments, and securing provision in EHC plans; inspectors expect evidence of effective identification and support.
- **Our stance:** We operate a consistent graduated approach and track provision-to-progress for all Learners with SEND.
- **Implementation example:** Provision mapping links interventions to assessed need, with half-termly progress reviews chaired by the SENCO/ALNCo.
- **Links:** https://www.legislation.gov.uk/ukpga/2014/6/part/3

SEND Code of Practice: 0–25 years (Statutory Guidance)

- **Means:** Statutory guidance on duties, policies and procedures for organisations supporting children and young people with SEND (schools and FE in England).
- **Requires:** Sites to "have regard to" the Code—graduated approach, co-production with families, and outcome-focused planning. Inspectors triangulate practice against the Code.
- **Our stance:** We align our inclusion processes and templates to the Code and audit annually for fidelity.
- **Implementation example:** EHC and SEN-Support plans show co-produced outcomes, provision, review dates, and evidence of impact.
- **Links:**https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Ofsted Education Inspection Framework (EIF)

- **Means:** Sets how Ofsted inspects schools and FE, including expectations for quality of education, behaviour/attitudes, personal development and leadership with inclusion threaded throughout.
- **Requires:** Providers to show ambitious, inclusive curricula; effective support for SEND; and statutory compliance (including equality/access).
- **Our stance:** We evidence inclusion through curriculum intent / implementation /impact, SEND case tracking, and behaviour/pastoral analytics.
- **Implementation example:** Inspection pack includes curriculum maps with adaptation principles, SEND deep-dive samples, and equality duty logs.
- **Links:**https://www.gov.uk/government/publications/education-inspection-framework

The Education (Independent School Standards) Regulations 2014 *(independent sites only)*

- **Means:** Prescribes standards for quality of education, welfare/health/safety, premises, information, complaints, and leadership/management.
- **Requires:** Proprietor and leaders to secure inclusive quality of education and compliance with equality/SEND requirements; inspectors check evidence against Parts 1, 3, 5, 6 and 8.
- **Our stance:** Independent Schools map Inclusion Policy controls to ISS parts and maintain termly compliance assurance.
- **Implementation example:** ISS compliance tracker with evidence links (policies, plans, records, walkthroughs) overseen by the Headteacher/Principal.
  Links: https://www.legislation.gov.uk/uksi/2014/3283