Saint Ambrose College

Accessibility Policy

Revised	To be reviewed
September 2026	September 2028

Accessibility Policy

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2. College Principles

Saint Ambrose College strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the members of the College community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Embedded within the ethos of the College are the Eight Essentials of a Christian Brother Education; these include:

- **Building a Christian Community:** Growing as a school community in which the equality of care and relationships is Christ-inspired, based on mutual respect, self-sacrifice, and fully human dignity.

- **Compassion for those in Need:** Showing, in the spirit of Blessed Edmund Rice, particular love and concern towards the weakest members of the school community and reaching out beyond the school in compassion and practical action for the poor and marginalized both locally and internationally.

- **Concern for the Whole Person:** Centering the curriculum, opportunities and challenges of the school on the balanced and integrated development of its students and staff across all the positive dimensions of personal growth – religious, moral, intellectual, cultural, physical and social.

- **Striving for Excellence:** Encouraging each individual to use his or her talents to the full, whether academic, cultural, or physical, and pursuing the highest standards in all aspects of learning, teaching, and extra-curricular endeavour.

- **Education for Justice:** Inspiring the minds and hearts of the young to care for all God's creation and build a more just society. God's kingdom on earth, and developing in them the talents for active citizenship and transformational leadership. In the Christian concept of justice requires that we try to see Christ in the other person no matter who they are or what the circumstances of their life.

The plan will be made available online on the school website, and paper copies are available upon request.

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

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

Please see the complaints procedure if there are any concerns about the College's commitment to accessibility.

3. Legislation and guidance

Accessibility Policy

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

4. Meeting our responsibilities

College is committed to accessibility and meets our responsibilities in the following ways.

4.1 Increasing access to the curriculum for pupils with a disability

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to ensure it meets the needs of all pupils
- External support is engaged whenever required, for example the visual impairment team.

4.2 Improving and maintaining access to the physical environment

The environment is suitable for, and adapted to, the needs of pupils as required. This includes:

- The lift can be used by students who are given a lift key
- Wide corridors
- Disabled parking bays
- Disabled toilets and changing facilities
- Adjustable desks.

4.3 Improving the delivery of information to pupils with a disability

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Large print resources
- Braille
- Pictorial or symbolic representations.

5. Monitoring arrangements

This document will be reviewed every **two** years, but may be reviewed and updated more frequently if necessary.

6. Links with other policies

Accessibility Policy

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report.