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### **1. Aims**

We 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 learners can participate in the curriculum
- Improve the physical environment of HTAE centres to enable disabled learners to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled learners

Our aim is to treat all learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

The plan will be made available online on HTAE website, and paper copies are available upon request. (In requested formats, for example Braille)

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

HTAE supports any available partnerships to develop and implement the plan.

### **2. Legislation and guidance**

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

We are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with nondisabled learners. 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.

### 3. Action plan

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This action plan is at the end of this policy.

### 4. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

It will be approved by the Head of Service.

### 5. Links with other policies

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

- Health and Safety Policy
- Equality Diversity and Inclusion Policy
- SEND Policy

## Authorised to sign on behalf of The Council



01/09/2022

Head of Service

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Date.....

**Sharon Gamble**

Date: September 2022

Author: V Drax

Location: Document Control/Policies

Review: September 2023

Funded by

  
Education & Skills  
Funding Agency

 **European Union**  
European  
Social Fund

## Accessibility Action Plan

This action plan sets out the aims of our accessibility in accordance with the Equality Act 2010

Aim	Current good practice (include established practice and practice under development)	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for learners with a disability</b>	HTAE offers a differentiated curriculum for all learners  We use resources tailored to the needs of the learners who require support to access the curriculum	Continue to monitor teaching and learning to ensure all staff are differentiating the curriculum and resources appropriately to meet the needs of all learners	Head of Service	Ongoing	Learners with disabilities make progress in line with peers
	Targets are set effectively and are appropriate for learners with additional needs	Maintain existing target setting policy?	Head of Service	Ongoing	
	Curriculum progress is tracked for all learners, including those with a disability	Continue to track the progress of learners with disabilities to ensure they are on track to achieve targets. Provide intervention if not.	Head of Service	Ongoing	
	The curriculum is reviewed to ensure it meets the needs of all learners	Continue to review the curriculum annually to ensure it meets the needs of all learners	Head of Service	Ongoing	
<b>Improve and maintain access to the physical environment</b>	Our centres are adapted to the needs of learners as required. This includes: <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	N/A	N/A	N/A	The needs of the learners with disabilities are met
<b>Improve the delivery of information to learners with a disability</b>	HTAE uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	N/A	N/A	N/A	Information is accessible to people with disabilities