



CAPA College Accessibility Plan

September 2025-2028



Aims

Schools and Colleges 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 college aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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. Schools/Colleges are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Action Plan

This action plan sets out our accessibility plan's aims in accordance with the Equality Act 2010.

Aim 1: Improve the delivery of information to students with a disability				
Current good practice: Our college uses a range of communication methods to ensure information is accessible. This includes: • Verbal and written communication • Physical and digital information provided • Internal signage • Large print resources • Pictorial or symbolic representations				
Objectives	Actions	Person responsible	Date to be completed by	Success criteria
Short: Identify legacy access arrangements.	Collate key data from Enrolment, Arbor, prior education settings, student voice, parent voice and diagnosis paperwork (where applicable).	SEND Team	October Half Term	Any students with barriers to accessing information are recognised and supported.
Medium: Ensure all students with specific SEND needs have access to information in correct format.	Install appropriate softwares for students to assist with accessing any information such as ReadWrite software.	ASH	Ongoing	SEND students will access all relevant communication/information
Long: Review with students	Check in with students (and parents, where applicable)	APA	At Student Review Days and throughout the term	SEND students will have an open dialogue with SEND Team to request changes or adaptations



Aim: Improve and maintain access to the physical environment				
Current good practice: The DFE purpose built home of CAPA College has been designed to be fully accessible including: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities				
Objectives	Actions	Person responsible	Date to be completed by	Success criteria
Ensure accessibility aids are maintained and usage adhered to through regular inspection and response to student voice.	To monitor through regular inspection and check ins with students. Concerns referred to Facilities Manager.	ASH	Ongoing	All SEND learners can access all areas of the building they need to.



Aim: Increase access to the curriculum for students with a disability				
Current good practice: CAPA college offers a adaptive curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Our curriculum resources include examples of people with disabilities. The curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.				
Objectives	Actions	Person responsible	Date to be completed by	Success criteria
Short: Identify SEND pupils Review curriculum for identified SEND students	Collate key data from Enrolment, Arbor, prior education settings, student voice, parent voice, diagnosis paperwork (where applicable) and teacher feedback to build a picture of the student and their needs.	SEND Team	End of October (and ongoing)	Students are able to access the curriculum offer.
	Meetings with student, parents and pathway leaders (where appropriate) to make variations to the curriculum.	SEND Team/Pathway Leaders	Ongoing	Triangulation between student, parent and CAPA College.
Medium: Review SEND student needs and interventions to ensure they are responsive to student need. Provide training and support for staff to further support the learners through high quality teaching and learning.	Use weekly SEND meetings and termly Student Development Meeting to review students and ensure needs are being met.	SEND Team/Tutors/CORE Team	Weekly/Termly	SEND Register and Tracker reflects the students in attendance with additional needs.
	Ensure key information about students is cascaded to staff. Ensure Student Development Tracker and Arbor are updated and reflective of students needs for staff to access.	ARE/ASH/KWO/APA/MKI		Staff feel equipped with the skills and knowledge to offer inclusive teaching for our SEND learners.
Long: Track student progress against targeted academic and holistic targets and adapt in class and out of class support for learners, where necessary,	Review as a team, with students and in Student Development Meetings.	ARE/ASH/KWO/APA/Form Tutors/CORE Team	Termly	Students are accessing the curriculum and meeting their potential.



Monitoring Arrangements

This document will be reviewed every **3 years but** may be reviewed and updated more frequently, if necessary.

It will be approved by the local governing body.

Links with Other Policies

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy.

