



**LIGHTHOUSE**  
FUTURES TRUST

# **Student Accessibility Policy**

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**Date of Amendment Review: April 2021**

**Member of staff Reviewing Policy: Operations Director**

**Approved by Trustees: May 2021**

**Next Review Date: May 2023**

**LIGHTHOUSE FUTURES TRUST**

Student Accessibility Policy

*Lighthouse Futures Trust may be referred to in full or as LFT or the charity.*

## **1. Introduction and Objectives**

- 1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education. The Equality Act requires that education establishments must have an accessibility plan aimed at:
- Increasing the extent to which disabled students can participate in the curriculum
  - Improving the physical environment of settings to enable disabled students to take better advantage of education, benefits, facilities and services provided
  - Improving the availability of accessible information to disabled students.
- 1.2 This policy sets out LFT's proposals to increase access to education for disabled students.

## **2. Control**

- 2.1 This Policy is controlled by the Board of Trustees of the charity who reserve the right to alter its provisions.
- 2.2 It is a requirement that the Trust's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the: students; staff; and relevant external partners. This will take place at least once every 3 years, or more frequently if legislation and/or guidance changes.
- 2.3 The implementation of the policy is delegated to the CEO and Senior Leadership Team (SLT).

## **3 Principles**

- 3.1 Within the terms of the Act, the term 'disability' is defined as: *"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse impacts on his or her ability to carry out day to day activities"*.

Physical and mental impairments include sensory loss, mental illness and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc.

Within the terms of this document, "curriculum"

## **4 Curriculum Access**

- 4.1 The term "curriculum", in this context, is both teaching and learning on site and participation in leisure, cultural and sporting activities and off-site visits.

- 4.2 LFT will monitor the participation of disabled students in the curriculum and ensure that all students feel supported and included. To achieve this, LFT will:
- Conduct an audit to assess if students have access to effective teaching strategies and appropriate resources.
  - Provide training for all staff on differentiation of the curriculum, how to meet identified needs of specific students and ensure that all lessons are accessible to all students.
  - Use appropriate technology to meet the needs of specific students. This might include:
    - interactive whiteboards to enlarge text to make it easy for all students to read
    - Use of hearing amplifiers or visualisers for students with hearing difficulties
  - Ensure that there is equal access for disabled students when going on visits and engaging in extra-curricular activities by ensuring risk assessments and planning include an accessibility audit.

- 4.3 LFT will continually review the delivery of information to students with disabilities including:
- Providing written materials in alternative formats where required (letters, website, newsletters, email, signage etc.).
  - Reviewing documentation with a view to ensuring accessibility for students with Visual Impairments.
  - Continuing to raise awareness of all adults in the college regarding the importance of good communication systems regarding individual student needs.

#### **4 Physical Environment**

- 5.1 LFT will carry out an annual audit to ensure a regular review of how the Trust can improve the physical environment of the college to increase the extent to which disabled students can take advantage of education and associated services. This will include ensuring that:
- Trained staff are available to give assistance to students.
  - Disabled toilets, showers & washing facilities are available.
  - Doors to student areas and outside are wheelchair accessible with wide doors and level thresholds.
  - Adapted furniture is available for disabled students if required.
  - Lighting is appropriate in student areas.
  - Signage is clear, particularly for emergency exits/safety notices.
  - The canteen area is accessible.