

Disability Access Policy and Plan			
Current Status	Operational	Last Review:	Oct 2025
Responsibility for Review:	Group Sixth Form Principal	Next Review:	Oct 2028
Roles Responsible for Review:	Group Director of Compliance	Originated:	Sept 2020
Approved by:	SET Curriculum	Committee:	Educational Excellence Committee
Type of Policy:	Staff / Students	Quality Assured by:	

1. Statement

1.1. This policy applies to all staff and any other personnel associated with Eastern Education Group (EEG), which includes:

- Abbeygate Sixth Form College
- Chalk Hill Academy
- Duke of Lancaster School
- Exning Primary School
- Stanton Primary School
- One Sixth Form College
- Priory School
- Stone Lodge Academy
- Sunrise Academy
- West Suffolk College (including all PPL centres)

1.2. The Equality Act 2010 (henceforth the "Act") provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

1.3. The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

1.4. EEG will not discriminate against a student because of something that is a consequence or relating to their disability.

1.5. It would be unlawful for EEG to treat a disabled person unfavourably. Such treatment could amount to:

- Direct discrimination

- Indirect discrimination
- Discrimination arising from a disability
- Harassment

1.6. Direct discrimination can never be justified but EEG could justify indirect discrimination against a disabled person, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

The Equality Act 2010:

2.1 The Equality Act 2010 states a person has a disability if:

- a) they have a physical or mental impairment.
- b) the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

2.2 For the purposes of the Act, these words have the following meanings:

- a) 'substantial' means more than minor or trivial.
- b) 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- c) 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

2.3 People who have had a disability in the past that meets this definition are also protected by the Equality Act 2010.

Progressive conditions considered to be a disability

2.4 There are additional provisions relating to people with progressive conditions. People are protected by the Act from the point of diagnosis or as described by in the Act. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

2.5 Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances. It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there are ranges of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- **This is not an exhaustive list**

Impairment does not itself mean that a person is disabled but rather it is the effect on the person's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Reasonable Adjustments

Reasonable adjustments include:

- [changing the recruitment process](#) so a candidate can be considered for a job
- doing things another way, such as allowing someone with social anxiety disorder to have their own desk instead of hot-desking
- making physical changes to the workplace, like installing a ramp for a wheelchair user or an audio-visual fire alarm for a deaf person
- letting a disabled person work somewhere else, such as on the ground floor for a wheelchair user
- changing their equipment, for instance providing a special keyboard if they have arthritis
- allowing employees who become disabled to make a phased return to work, including flexible hours or part-time working
- offering employees training opportunities, recreation, and refreshment facilities

3 Students with a Disability

3.1 EEG has a duty of care to make reasonable adjustments for students with a disability:

- a) When something we do places a student with a disability at a substantial disadvantage to other students, we must take reasonable steps to avoid that;
- b) We will be expected to provide an auxiliary aid or service for a student with a disability when it would be reasonable to do so, and where such

an aid would alleviate any substantial disadvantage the student faces in comparison to his peers without disabilities.

- 3.2 A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.
- 3.3 What is classed as 'reasonable' is covered in the Codes of Practice and includes factors that should be taken into account. It will be for the organisation to decide the reasonableness of adjustments based on the individual circumstances of each case. In addition awarding bodies prescribe allowable reasonable adjustments for some assessments.
- 3.4 The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing EHCP statement provisions. When a student with a disability does not have an EHCP then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the organisation.
- 3.5 As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.
- 3.6 In deciding what a reasonable adjustment is, EEG will consider:
 - a) The financial resources available to the organisation
 - b) The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
 - c) The practicality of making reasonable adjustments
 - d) The extent to which Auxiliary aids and services will be provided via High Needs Funding, or by provision paid for outside the organisations resources
 - e) Health and Safety requirements of staff and students
 - f) The interests of other pupils
 - g) The need to maintain academic, musical, sporting or other standards

4 Work Adaptations

- 4.1 The organisation will retain the provisions to support staff with all required accessibility to work options that are reasonable and relevant to their needs. This may involve actions such as Workplace Assessment, Occupational Health Referral,
- 4.2 Some staff may be eligible for Access to Work grants and HR will assist with the applications for this depending on circumstance. These may include;
 - a physical disability, for example if you're hard of hearing or use a wheelchair

- a learning disability or related condition, for example if you have Down's syndrome
- a developmental condition, like autism spectrum disorder
- learning difficulties or differences like ADHD or dyslexia
- an illness such as diabetes or epilepsy
- a temporary condition, like a broken leg
- a mental health condition, for example anxiety or depression

5 Aims of the Accessibility Plan

- 5.1 The planning duties on schools and colleges are the same as the duties in the previous Disability Discrimination Act (DDA), whereby they are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for students with a disability, and how they will improve the availability of accessible information to students with a disability. The Local Authority is required to have an Access Strategy.
- 5.2 The organisation have a commitment to equal opportunities for all members of our community and our Accessibility Plan outlines our intention to remove barriers for disabled people and to:
- a) Increase the extent to which students with a disability can participate in the different areas of the curriculum, increase access to extra-curricular activities and the wider curriculum.
 - b) Improve where possible the physical environment of schools and colleges to enable disabled people to take better advantage of education, benefits, facilities and services provided; and
 - c) Improve the availability of accessible information to disabled people.
- 5.3 Furthermore, under our equality duties, EEG will further improve the physical environment to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services while improving the availability of accessible information to any disabled person.
- 5.4 This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.
- 5.5 It is a requirement that the accessibility plan is resourced, implemented and reviewed and revised as necessary. Appendix A provides an audit form and where appropriate action plans showing how priorities identified in the plan are to be addressed.
- 5.6 Compliance with the disability duty under the Equality Act is consistent with the EEG aims and Single Equality Scheme, and the operation of the organisations' Special Educational Needs (SEN) policies.
- 5.7 EEG strives to ensure that the culture and ethos is such that, whatever the abilities and needs of members of the community, everyone is equally valued

and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

6 Key Objectives

6.1 The key objectives for our Accessibility Policy are as follows:

- a) To reduce and eliminate barriers to access the curriculum and to full participation in the EEG learning community for students, and prospective students, with a disability.
- b) We are committed to providing a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Equally we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion in line with the organisations Equality, Diversity, and Inclusion policy.
- c) We provide all students with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual students and their preferred learning styles through:
 - setting suitable learning challenges
 - responding to a student's diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

7 Related Policies

7.1 The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Curriculum Policies
- Teaching and Learning Policies
- Single Equality Scheme, Policy/Objectives
- Health & Safety Policy
- Special Educational Needs Policies
- Educational Visits Policy
- Student Behaviour Policy
- Compliments & Complaints Policy
- Equality, Diversity, and Inclusion Policy
- HR Policies

Appendix A – **Accessibility Plan**

Revision History –Disability Access Policy

Disability Access Policy

Revision date	Reason for revision	Section number	Changes made
September 2020	Sat Review	All	Reference to One replaced with SAT
		2.3	List reduces and additional disclaimer added
		3.2	Contextual information changed to reference SAT
March 2021	Sat Review	1.3	Wording adjusted to include reference to students
		2.3.3, 4.2	Wording changed to reference a person
		Section 3	Heading added for Information on disabled student
		Appendix A	Wording in the introductory paragraph adjusted.
Jan 2023	EEG Review	All	Reference to SAT replaced with EEG
		1.4, 1.5, 3.1.4, 3.1.6, 5	Change SAT reference to EEG, or 'Organisation'
		2.2.1	Remove detail on specific conditions, insert reference to the Act
		2.3.3	Addition of Reasonable Adjustments
		3.1.1	Change SAT reference to EEG
		3.1.3	Wording altered to simplify and change 'Trust' wording
		4	New section added on Work Adaptations
		6.1	Inclusion of reference to EDI policy, adjust formatting
		Appendix A	Accessibility plan wording adapted to reflect organisation, new site and date boxes, adapted wording throughout to reflect updates
		All	Change 'Disabled student' to 'Student with Disabilities'
December 2024		1.5	Amendment to paragraph 'a consequence of or relating to their disability'
Oct 2025	Review	1.1	Reviewed and updated new EEG members
	Review	Title	Amended policy title from Disability Access Policy and Plan.
	Review	Title	Amended Appendix A – updated references to DDA to Equality Act 2010.

Appendix A – Accessibility Plan

Contextual Information

EEG is made up of associated schools and colleges across multiple sites. This includes 16-19 provision, Adult learning, SEND Schools, and Primaries in the East of England.

EEG estate consists of a number of buildings each incorporating a number of specific design elements. The buildings were either constructed in partnership with and approved by the DfE in accordance with the DDA/Equality Act recommendations applicable at the time or have been adapted. These are reviewed as required.

Each site will use the following table to comply with all the relevant standards including the Equality Act 2010.

This plan relates to: _____

Date of plan: _____

Parking and general access to the building.	Current Measures	Proposed Action	Priority L/M/H	Costs	Target Date / Lead person
Are there suitable and sufficient identified accessible parking bays provided?					
Are pathways clear of obstacles and sign posted?					
Can students access the building from any drop off areas?					
Welcome arrangement within the reception area, is it welcoming and informative?					

Disability Access Policy

Movement within and throughout the building for all users' staff, students and visitors.	Current Measures	Proposed Action	Priority L/M/H	Costs	Target Date / Lead person
How do staff and students negotiate the building on day-to-day basis?					
How are visitors or members of the public accommodated?					
Are there adequate Hearing loops?					
Have all areas been assessed to ensure the needs of people with visual impairments can be accommodated?					
If there is a waiting area, is the lay out suitable for wheelchair users?					
Are all internal floors level throughout with minimal threshold restriction?					
Is the floor surface free of any access or tripping hazard?					
Is the information available in reception and on website, suitable for those with visual impairment?					
Is the lighting adequate?					
Is the sign posting adequate and suitable?					

Extent to which students with a disability can participate in colleges' curriculums.	Current Measures	Proposed Action	Priority L/M/H	Costs	Target Date / Lead person
Can students access main areas i.e. classrooms, fitness suite, sports hall etc. or specific curriculum areas?					
Hava all activities been adapted to be able to ensure participation?					
Working and teaching within the classroom/office area.	Current Measures	Proposed Action	Priority L/M/H	Costs	Target Date / Lead person
Is the door wide enough for a wheelchair or standing frame?					
Are the spaces into which the door opens unobstructed?					
Do all the rooms support hearing loops?					
Is sufficient IT available to support learning within the classroom?					
Is sufficient IT available to staff to be able to undertake their work activities?					
Library / LRC – are books and other facilities easily accessible within this area?					

Universal	Current Measures	Proposed Action	Priority L/M/H	Costs	Target Date / Lead person
Is there a designated and properly equipped accessible toileting and changing facility within the building?					
Could a wheelchair-user use the desks / workstations?					
If storage is required for mobility equipment, is this adequate?					
Are there any chairs/seats with arms for those requiring extra upper body support?					
Are emergency exits clearly identified?					
Are fire escapes for use by people with disabilities?					
Are emergency procedures made clear to all?					
Are sufficient Personal Emergency Evacuation Plans in place for those who require?					