



YOUTH ORGANISATION SINCE 2015

Accessibility and Disability Policy

Reviewed: 2026

Statement of Intent

Aspire in Arts is committed to ensuring equality of opportunity and access for all learners, staff, and stakeholders, regardless of disability or additional need. We aim to create an inclusive and supportive environment where every individual is treated with dignity, respect, and fairness, and where barriers to learning and participation are proactively removed.

We recognise our legal and moral responsibilities under the **Equality Act 2010**, including the **Public Sector Equality Duty**, and are fully committed to making reasonable adjustments to meet the needs of disabled learners and staff.

Legal Framework

This policy is underpinned by the following legislation and statutory guidance:

- **Equality Act 2010**
- **Children and Families Act 2014**
- **Special Educational Needs and Disability (SEND) Code of Practice (2015)**
- **The Human Rights Act 1998**
- **Keeping Children Safe in Education (KCSIE)**

Definitions

Disability (as defined by the Equality Act 2010):

A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Accessibility:

The extent to which the physical environment, curriculum, information, and services are available, understandable, and usable by all individuals, including those with disabilities or additional needs.

Aims and Objectives

Aspire in Arts aims to:

- Promote an inclusive culture where disability is not a barrier to achievement.
- Ensure that learners with disabilities or additional needs have equal access to learning, enrichment, and support.
- Make reasonable adjustments to physical environments, teaching approaches, and resources.
- Provide staff with appropriate training and resources to support disabled learners effectively.

AIA - Accessibility and Disability Policy

- Engage learners and parents/carers in discussions about their individual needs and support plans.
- Monitor and review accessibility and inclusion regularly.

Implementation and Practice

a) Curriculum Access

- All learning is adapted to meet the diverse needs of learners.

We use a range of strategies and reasonable adjustments to ensure all young people can access learning and achieve their individual outcomes. Measures include:

1. Initial assessment and review of EHCPs, ILPs and prior information to identify individual needs and starting points
 2. Differentiated and personalised learning activities tailored to ability, learning style and interest
 3. Flexible teaching approaches including practical, visual and hands-on learning
 4. Small group or 1:1 support where required
 5. Clear instructions, modelling and scaffolded tasks to support understanding
 6. Adapted resources such as visual aids, step-by-step guides and simplified language where appropriate
 7. Use of assistive technology or alternative recording methods (e.g. verbal responses, creative portfolios, digital media)
 8. Sensory and environmental adjustments to support regulation and engagement
 9. Flexible timetables or session lengths where appropriate to meet individual needs
 10. Regular review of progress through ILPs, EHCP outcomes and communication with referring bodies
 11. Collaborative working with parents/carers and external professionals to ensure consistency of support
 12. Focus on strengths, interests and preparation for next steps in education, employment or training
- Individual Learning Plans (ILPs), Education, Health and Care Plans (EHCPs), or other support plans are implemented and reviewed regularly.
 - Staff differentiate content, teaching methods, and assessments where necessary.
 - Assistive technologies and alternative formats are made available as appropriate.

Physical Environment

- Aspire in Arts seeks to ensure that premises are as accessible as reasonably possible.
- Ramps, accessible toilets, visual signage, and other physical adjustments are reviewed and maintained.

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- Evacuation procedures are adapted to support individuals with mobility or sensory impairments.

Information Access

- Printed materials can be provided in alternative formats (e.g. large print, coloured overlays).
- Communication support is offered (e.g. BSL interpreters, visual aids) where needed.

Support and Training

- Staff receive ongoing training in SEND, disability awareness, and inclusive practice.
- Alternative & Intervention manager Inclusion Lead supports staff in meeting the needs of learners with disabilities.
- Learners and families are involved in planning support and reviewing progress.

Roles and Responsibilities

All Staff Must:

- Treat all learners and colleagues with respect, dignity, and fairness.
- Be proactive in identifying and removing barriers to learning or participation.
- Work collaboratively to support learners with disabilities or additional needs.

Senior Leadership / DSL Must:

- Oversee the implementation and review of this policy.
- Ensure accessibility considerations are embedded in decision making, planning, and procurement.
- Provide guidance and support to staff, learners, and families.

Monitoring and Evaluation

Aspire in Arts will:

- Review the Accessibility Plan annually.
- Collect and analyse data on participation, progress, behaviour, and attendance of learners with disabilities.
- Seek feedback from learners, parents/carers, and staff to inform improvements.
- Ensure accessibility is a standing agenda item in staff and leadership meetings.

Complaints and Concerns

Any concerns regarding accessibility, disability discrimination, or support provision should be directed to the Designated Safeguarding Lead, SENCo, or Head of Provision.

We are committed to resolving issues promptly and in line with our Complaints Policy.

Related Policies and Documents

- SEND Policy
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Behaviour and Wellbeing Policy