



## ST ALOYSIUS' COLLEGE

### ACCESSIBILITY POLICY

#### Statement

St Aloysius' College believes that every pupil should have access to a broad, balanced, relevant and differentiated education. This should take account of their individual strengths and needs and should allow each pupil to fulfil their potential.

#### Background

All schools have a duty, under the Equality Act 2010, to prepare and implement an accessibility strategy. This Accessibility Policy ("Policy") has been prepared in accordance with that duty.

The statutory areas that schools require to consider in relation to accessibility are (i) the curriculum (ii) the physical environment and (iii) communications.

The Equality Act 2010, related Technical Guide for Schools in Scotland 2012 and the 2<sup>nd</sup> edition of SCIS Handbook on Accessibility from June 2006 are key documents which have all informed the content of this Policy.

The principles and actions in this Policy are also commensurate with the qualities and characteristics of Jesuit Education which focus on the needs and development of the individual (Cura Personalis).

The schools provisions of the Equality Act 2010 protect pupils and prospective pupils against unfair treatment (discrimination) on the grounds of a number of 'protected characteristics' namely:

- disability
- race, religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity

A person has a disability under the [Equality Act 2010](#) 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 carry out normal daily activities. When a pupil or a prospective pupil has a disability there is an obligation on the College to make reasonable adjustments to support the pupil in the College.

What 'substantial' and 'long-term' mean:

- 'substantial' is more than minor or trivial - eg it takes longer than it usually would to complete a daily task like getting dressed

- 'long-term' means 12 months or more - eg the condition has lasted or is expected to last for 12 months or more

#### Aims

Pupils with 'protected characteristics' should have access to the full and broad curriculum to the same extent or as close as possible to that of their peers.

Pupils with 'protected characteristics' should have access to the physical environment to the same extent or as close as possible to that of their peers.

Pupils with 'protected characteristics' should have access to information and communications to the same extent or as close as possible to that of their peers.

Each of these aims shall also apply as appropriate to prospective pupils of the College.

#### Access to the Curriculum

Access to the curriculum includes:

- Core curriculum
- Additional Support for learning
- Faith
- ICT access
- PE/outdoor education
- Co-curricular activities

Access to the curriculum may be supported by:

- Input from specialist teachers and class teachers
- Technological enhancements - ICT
- Adaptation of equipment and teaching materials
- Use of auxiliary aids.

#### Access to the Physical Environment

Access to the physical environment includes:

- Transport
- External environment, entrances, approaches and level change
- Circulation and way finding
- Internal environments
- Security and safety
- Equipment and products
- Playground, sports facilities, field trips and outings

Access to the physical environment may be supported by:

- Input from specialist teachers and class teachers
- Adaptation of the College building and environs
- Adaptation of equipment

#### Access to Information / Communications

Communication of school information for pupils with a disability and their families includes:

- Providing information in a variety of formats

- Screen reader software on the College website
- Adaptation of educational materials
- Other technological adaptations

Access to communication of school information may be supported by:

- Input from specialist teachers and class teachers
- Technological enhancements - ICT
- Adaptation of equipment and teaching materials
- Use of auxiliary aids

These lists give examples only and are not exhaustive. The College will work in partnership with parents and carers in order to best meet the needs of individual pupils.

## Actions

This Policy will be published on the College website.

This Policy and the College accessibility strategy has been drawn up and will be developed based on a number of different sources of guidance, including the audit tools provided by the Scottish Council for Independent Schools.

Ownership and implementation of this Policy and the College accessibility strategy is the responsibility of the Accessibility Policy Committee. The College carries out an audit every two years of its accessibility strategy in relation to each of these three areas and this is reflected in appropriate areas of the College Improvement Plan for each academic session.

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Statutory Policy: N