



Accessibility Policy

1. Introduction

1.1 Purpose

The purpose of this policy is to ensure that all students, particularly those with disabilities, have full access to the educational opportunities provided by Willow Tree Community Classroom. This policy aims to eliminate discrimination, promote equality of opportunity, and foster an inclusive environment.

1.2 Scope

This policy applies to all learners, staff, and external partners involved with or participating in our educational programmes. It covers all aspects of accessibility, including physical, digital, and curriculum access.

1.3 Legal Framework

This policy is grounded in the Equality Act 2010, which protects individuals from discrimination and mandates reasonable adjustments in educational settings. It also aligns with the Special Educational Needs and Disability (SEND) regulations and incorporates guidance from the Department for Education (DfE).

2. Commitment to Accessibility

2.1 Vision and Values

Our educational programmes are committed to fostering an inclusive environment where every learner can thrive. We value diversity, equality, and the importance of accessible education. Our vision is to create a barrier-free environment that empowers all learners to achieve their full potential.



2.2 Objectives

- **Physical Accessibility:** Ensure that all facilities and learning environments are accessible to all learners.
- **Curricular Accessibility:** Adapt teaching materials and methods to meet the diverse needs of learners.
- **Technological Accessibility:** Provide appropriate technological supports to facilitate learning for all learners.

3. Responsibility and Implementation

3.1 Roles and Responsibilities

- **Teaching Staff:** Implement inclusive teaching practices and engage with ongoing professional development.

3.2 Management

The implementation of this policy will be regularly reviewed by the Willow Tree team. Effective communication among staff, learners, and parents/carers is essential for successful policy implementation.

4. Identifying Barriers to Access

4.1 Physical Barriers

This includes issues such as inaccessible buildings. Regular audits will be conducted to identify such barriers and strategies will be developed to address them, for example, installing ramps and adapting toilet facilities where possible.

4.2 Learning Barriers

Procedures are in place to identify learners with specific learning needs through SEN assessments and regular academic monitoring. Tailored learning strategies will be developed and reviewed regularly.

4.3 Technological Barriers

We will evaluate the accessibility of our digital tools and platforms and make necessary adjustments. This includes providing software that supports diverse learning needs and training staff to utilise these tools effectively.



5. Addressing Barriers

5.1 Curriculum Accessibility

We will ensure curriculum flexibility by using differentiated instruction strategies and offering multiple assessment methods to accommodate diverse learning styles and needs.

5.2 Facilities Accessibility

Adjustments made to physical spaces will be dependent on external factors, however Willow Tree will make any adjustments possible. This includes ensuring there is clear signage, accessible entryways, and emergency exits suitable for all users.

5.3 Information Accessibility

Information will be provided in various formats, such as large print, Braille, and audio, to ensure all learners can access communication effectively.

6. Training and Awareness

6.1 Staff Training

Regular training sessions will focus on inclusivity, the legal framework, and practical tools for creating accessible learning environments.

6.2 Learner Awareness

We will foster a culture of inclusivity, helping learners understand the challenges faced by individuals with disabilities and promoting respect and support within the community.

7. Monitoring and Evaluation

7.1 Feedback Mechanisms

Feedback from learners, parents, and staff on accessibility issues will be actively sought and used to refine and improve practices.

7.2 Regular Review

The accessibility policy will be reviewed annually, or more frequently if needed, to ensure it meets the needs of the community and reflects current best practices.



8. Reporting

8.1 Documentation

Accurate records of accessibility assessments, adjustments, and complaints will be maintained to track progress and ensure accountability.

8.2 Transparency

Reports on accessibility practices will be made available to the learning community to ensure transparency and community engagement.