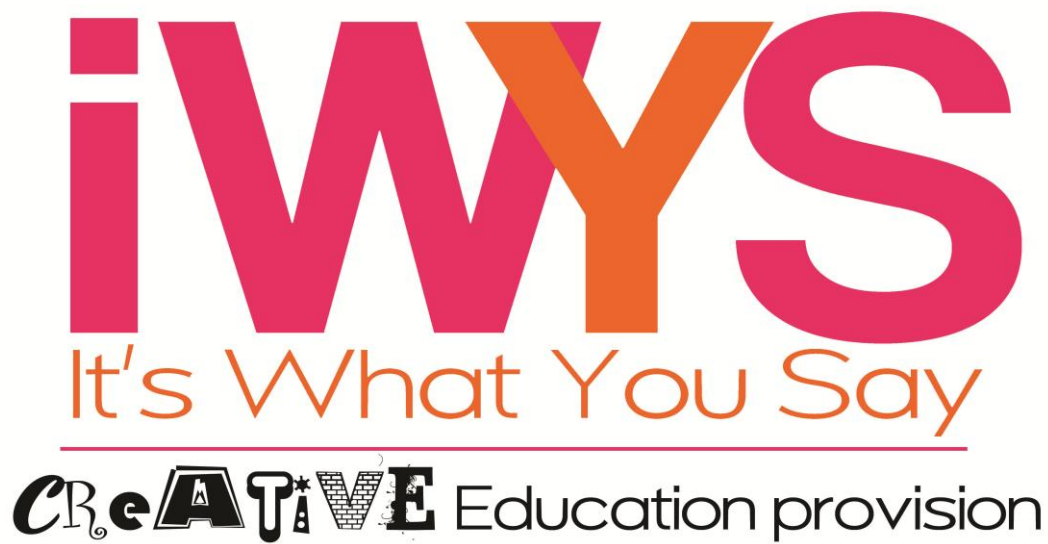




IWYS

ALTERNATIVE PROVISION

EQUAL ACCESS POLICY

Academic Year 2026–2027

Contents

1. Policy Statement
2. Purpose of the Policy
3. Legal and Statutory Framework
4. Equality and Protected Characteristics
5. Equal Access
6. Equality of Opportunity
7. Disability and Reasonable Adjustments
8. SEND
9. Accessible Teaching and Learning
10. Physical Access
11. Access to Educational Visits and Activities
12. Access to Examinations and Assessments
13. Communication Access
14. Access to Information Technology
15. Attendance and Access
16. Behaviour and Equal Access
17. Safeguarding and Equal Access
18. Preventing Discrimination, Harassment and Victimisation
19. Staff Responsibilities
20. SENCO / SEND Lead Responsibilities
21. Leadership Responsibilities
22. Pupil Voice
23. Parent and Carer Involvement
24. Identifying and Removing Barriers
25. Accessibility Planning
26. Staff Training
27. Recording and Monitoring
28. Complaints and Concerns
29. Related IWYS Policies
30. Policy Monitoring and Review
31. Approval
- Appendix 1 – Equal Access Checklist
- Appendix 2 – Reasonable Adjustment Record
- Appendix 3 – Equal Access Incident / Concern Record

1. Policy Statement

IWYS Alternative Provision is committed to providing an inclusive, accessible and supportive educational environment in which every pupil has equal opportunity to participate, learn, achieve and succeed.

IWYS recognises that pupils may have different needs, abilities, backgrounds, experiences and circumstances. Equality of access does not necessarily mean treating every pupil in exactly the same way. Where appropriate, IWYS will make reasonable and proportionate adjustments, provide additional support and remove barriers so that pupils can access education and school life as fully as possible.

This policy supports IWYS's commitment to equality of opportunity; inclusion and participation; accessibility; safeguarding and pupil welfare; SEND support; reasonable adjustments; removing barriers to learning; preventing discrimination, harassment and victimisation; promoting dignity and respect; and ensuring that all pupils can access appropriate educational opportunities.

2. Purpose of the Policy

The purpose of this policy is to ensure that all pupils are treated fairly and with dignity and respect; pupils are not unlawfully discriminated against; barriers to education and participation are identified and addressed; reasonable adjustments are considered and implemented where appropriate; pupils with SEND receive appropriate support; curriculum and enrichment opportunities are accessible; physical access requirements are considered; communication is accessible to pupils and families; staff understand their responsibilities regarding equality and accessibility; and concerns about unequal access can be raised and addressed promptly.

3. Legal and Statutory Framework

This policy should be read alongside relevant legislation and statutory guidance, including the Equality Act 2010; Children and Families Act 2014; Special Educational Needs and Disability Code of Practice: 0 to 25 years; Education Act 1996, where applicable; Human Rights Act 1998; statutory safeguarding guidance applicable to IWYS; relevant Department for Education guidance concerning schools and alternative provision; and IWYS safeguarding, SEND, behaviour, attendance, admissions and complaints policies.

The Equality Act 2010 establishes duties concerning discrimination in education and reasonable adjustments for disabled pupils. The SEND Code of Practice provides the framework for supporting children and young people with special educational needs and disabilities in England.

4. Equality and Protected Characteristics

IWYS will work to prevent unlawful discrimination relating to protected characteristics under the Equality Act 2010. These include age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

The application of particular protected characteristics differs in some circumstances within the education provisions of the Equality Act. IWYS will ensure that decisions are made in accordance with the legislation applicable to the setting and the individual circumstances.

5. Equal Access

IWYS will seek to ensure that pupils have equitable access to education, teaching and learning, the curriculum, vocational education, enrichment activities, careers education, work-related learning, educational visits, examinations and assessments, technology and digital learning, school facilities, pastoral support, safeguarding support, careers information/advice/guidance and extracurricular opportunities.

Access arrangements will be considered individually where a pupil has additional needs.

6. Equality of Opportunity

IWYS recognises that pupils may require different forms or levels of support in order to achieve equitable access. A pupil may require additional explanation or processing time; adapted resources; visual prompts; assistive technology; a quieter learning environment; movement or sensory breaks; alternative methods of communication; additional adult support; changes to the physical environment; modified teaching approaches; additional pastoral support; examination access arrangements; or an individual risk assessment.

The purpose of adjustments is to remove or reduce barriers rather than to provide an unfair advantage.

7. Disability and Reasonable Adjustments

IWYS will consider reasonable adjustments for disabled pupils to enable them to participate in education and access the benefits, facilities and services available to other pupils.

Possible adjustments may include adapting teaching materials; changing seating arrangements; providing additional time; providing accessible formats; adapting communication; providing auxiliary aids where appropriate; adapting classroom activities; providing an alternative means of accessing an activity; modifying physical arrangements; adjusting school routines; providing appropriate supervision or support; considering sensory needs; and making reasonable changes to policies or practices.

Adjustments will be considered on an individual basis.

8. SEND

IWYS recognises that pupils with SEND may require additional support to access education. The setting will identify additional needs as early as reasonably possible; work with pupils and parents/carers; work with the placing school and relevant professionals where appropriate; consider information contained within EHCPs and other relevant plans; implement appropriate support strategies; monitor progress; review interventions; involve the SENCO or designated SEND lead where appropriate; make reasonable adjustments; and maintain appropriate records.

Staff should not assume that a pupil's needs are fully identified simply because they do not have an existing diagnosis. Where concerns arise, staff should follow IWYS's SEND procedures and discuss concerns with the appropriate member of staff.

9. Accessible Teaching and Learning

Teachers and tutors should consider accessibility when planning lessons. Where appropriate, staff should use clear instructions; break complex tasks into manageable steps; provide appropriate modelling; use visual and written instructions; check understanding; provide appropriate repetition; consider literacy and numeracy needs; provide differentiated resources; consider sensory needs; allow appropriate processing time; provide alternative ways for pupils to demonstrate learning; and use assistive technology where appropriate.

Teaching should be ambitious and appropriately challenging while recognising individual barriers to learning.

10. Physical Access

IWYS will consider the physical accessibility of its premises and learning environments. Where reasonably practicable, IWYS will consider entrances and exits; classroom access; toilet facilities; movement around the building; emergency evacuation arrangements; furniture and equipment; lighting; acoustics; signage; accessibility of specialist areas; and access to activities and facilities.

Where a physical barrier cannot immediately be removed, IWYS will consider reasonable alternative arrangements.

11. Access to Educational Visits and Activities

Pupils should not be unnecessarily prevented from participating in educational visits, activities or enrichment opportunities because of disability or additional needs.

Before a visit or activity, IWYS will consider individual pupil needs; accessibility; medical requirements; supervision; transport; communication; sensory requirements; behaviour and safeguarding considerations; emergency arrangements; and reasonable adjustments.

Where a pupil cannot participate in a particular activity, IWYS will consider whether an appropriate alternative can provide meaningful educational access.

12. Access to Examinations and Assessments

IWYS will work with the relevant schools, and LA to support appropriate access arrangements.

13. Communication Access

IWYS aims to communicate effectively and inclusively with pupils and families. Where appropriate, the setting will consider accessible written information; clear and straightforward language; alternative communication methods; visual information; translated information where reasonably necessary; communication support; additional time for processing information; and appropriate use of technology.

Important information should be communicated in a way that the intended recipient can reasonably understand.

14. Access to Information Technology

IWYS recognises the importance of digital access to modern education. Where appropriate, the setting will consider accessibility when providing computers, tablets, online learning, educational software, digital resources and presentations.

Reasonable adjustments will be considered where digital access creates a barrier for a disabled pupil.

15. Attendance and Access

IWYS recognises that barriers affecting attendance may include SEND; disability; anxiety or emotional difficulties; medical needs; transport difficulties; family circumstances; communication barriers; safeguarding concerns; and previous negative educational experiences.

Attendance concerns should therefore be considered alongside the pupil's individual circumstances. IWYS will work with the pupil, parents/carers, placing school and relevant professionals to identify barriers and appropriate support.

This policy does not remove the requirement for pupils to attend education regularly or the setting's responsibility to address persistent absence.

16. Behaviour and Equal Access

IWYS's behaviour procedures will be applied fairly and consistently. Staff will consider whether a pupil's SEND or disability may affect their ability to comply with a particular expectation and whether reasonable adjustments are required.

This does not mean that inappropriate or unsafe behaviour is ignored. Instead, IWYS will seek to understand the circumstances; identify potential barriers; consider reasonable adjustments; maintain clear boundaries; safeguard pupils and staff; use proportionate responses; and provide appropriate support.

Behaviour incidents should be recorded and reviewed in accordance with IWYS's Behaviour Policy.

17. Safeguarding and Equal Access

Equal access must be considered alongside safeguarding. No adjustment or accessibility arrangement should compromise the safety of pupils, staff, visitors, volunteers or contractors.

Where an accessibility arrangement creates a potential safeguarding concern, IWYS will undertake an appropriate risk assessment and identify a safe alternative wherever reasonably possible.

Safeguarding concerns must always be reported in accordance with the IWYS Child Protection and Safeguarding Policy.

18. Preventing Discrimination, Harassment and Victimisation

IWYS will not tolerate unlawful discrimination, harassment or victimisation involving pupils, staff, parents/carers, visitors, volunteers, contractors or other professionals.

Any concern will be taken seriously and dealt with in accordance with relevant IWYS policies and procedures. Pupils should be encouraged to report concerns to a trusted adult.

19. Staff Responsibilities

All IWYS staff have responsibility for supporting equal access. Staff should treat pupils fairly and respectfully; avoid assumptions and stereotypes; identify barriers to learning; report concerns; implement agreed adjustments; maintain confidentiality appropriately; follow SEND procedures; follow safeguarding procedures; challenge discriminatory behaviour; and contribute to an inclusive learning environment.

Staff should seek advice from the senior leadership team when they are unsure how to support a pupil.

20. SENCO / SEND Lead Responsibilities

The designated SEND lead will support implementation by advising staff; coordinating SEND provision; supporting reasonable adjustments; liaising with parents/carers and professionals; monitoring SEND provision; contributing to individual support planning; reviewing barriers to access; supporting staff training; and contributing to accessibility planning.

21. Leadership Responsibilities

The Senior Leadership Team will promote an inclusive culture; ensure this policy is implemented; monitor equal access; provide appropriate staff training; consider accessibility when making decisions; review incidents and concerns; ensure reasonable adjustments are considered; work with relevant external agencies where appropriate; and review the effectiveness of this policy.

22. Pupil Voice

IWYS recognises that pupils should have an appropriate opportunity to express their views about matters affecting their education. Pupils may contribute through individual meetings, pastoral discussions, reviews, questionnaires, feedback forms, student voice activities and discussions with trusted adults.

Pupil views will be considered alongside professional advice, safeguarding requirements and the views of parents/carers.

23. Parent and Carer Involvement

Parents/carers are encouraged to share information that may assist IWYS in supporting their child's access to education. This may include SEND needs, disabilities, medical requirements, communication needs, accessibility requirements and support strategies that have previously been effective.

IWYS will work collaboratively with parents/carers wherever reasonably practicable.

24. Identifying and Removing Barriers

IWYS will seek to identify barriers in areas including curriculum; communication; physical access; sensory access; social access; digital access; assessment; attendance; behaviour; and activities.

Where barriers are identified, IWYS will consider appropriate and proportionate action.

25. Accessibility Planning

IWYS will periodically review accessibility arrangements. Reviews may consider physical accessibility; curriculum accessibility; communication; digital access; staff training; reasonable adjustments; educational visits; emergency arrangements; and feedback from pupils and families.

Actions identified through reviews will be incorporated into appropriate school improvement or operational planning.

26. Staff Training

IWYS will provide appropriate training and guidance to staff in relation to equality and accessibility. Training may include Equality Act responsibilities; SEND awareness; reasonable adjustments; inclusive teaching; disability awareness; communication needs; safeguarding; behaviour and SEND; accessible learning; unconscious bias and stereotyping; and responding to discriminatory behaviour.

27. Recording and Monitoring

Where appropriate, IWYS will maintain records relating to reasonable adjustments; SEND support; accessibility arrangements; incidents of discrimination; complaints; pupil feedback; relevant training; and accessibility reviews.

Information will be handled in accordance with data protection requirements. The purpose of recording is to support effective provision, monitoring and accountability.

28. Complaints and Concerns

A pupil, parent/carers or other individual who believes that equal access has not been provided should raise the concern with an appropriate member of staff.

Concerns may be addressed through informal discussion; discussion with the Headteacher or designated member of staff; or the IWYS Complaints Procedure, where appropriate.

Where the concern relates to safeguarding, it must be dealt with under the relevant safeguarding procedure.

29. Related IWYS Policies

Child Protection and Safeguarding Policy; SEND Policy; Behaviour Policy; Anti-Bullying Policy; Attendance Policy; Admissions Policy; Accessibility arrangements; First Aid Policy; Medical Conditions and Administering Medication Policy; Educational Visits / Risk Assessment procedures; Complaints Policy; Equality and Diversity arrangements; Curriculum Policy; and PSHE Policy.

30. Policy Monitoring and Review

The Headteacher or delegated member of the Senior Leadership Team will monitor implementation of this policy.

The policy will be reviewed annually; following significant legislative or statutory guidance changes; following a significant incident; or where monitoring identifies a need for amendment.

Next scheduled review date: September 2027

31. Approval

Approved by: Charmaine Baines

Position: Head of Provision/DSL/Proprietor

Date: September 2026

Next Review Date: September 2027

Policy Status	Statutory / Operational
Policy Owner	Headteacher / Senior Leadership Team
Applies To	Pupils, staff, parents/carers, visitors, volunteers, contractors and other members of the IWYS community
Date Approved	_____
Approved By	_____
Review Date	_____

Appendix 1 – Equal Access Checklist

- ☐ Can the pupil physically access the environment?
- ☐ Can the pupil understand the information provided?
- ☐ Can the pupil communicate effectively?
- ☐ Can the pupil participate in lessons?
- ☐ Can the pupil access learning materials?
- ☐ Can the pupil access technology?
- ☐ Can the pupil participate in assessments?
- ☐ Can the pupil participate in visits and enrichment?
- ☐ Are sensory needs being considered?
- ☐ Are reasonable adjustments required?
- ☐ Are there SEND considerations?
- ☐ Are there medical considerations?
- ☐ Are safeguarding arrangements appropriate?
- ☐ Has the pupil's view been considered?
- ☐ Have parents/carers been consulted where appropriate?
- ☐ Has relevant professional advice been considered?
- ☐ Have agreed adjustments been recorded?
- ☐ Is the adjustment working effectively?

Appendix 2 – Reasonable Adjustment Record

Pupil Name	
Date	
Identified Barrier	
Impact on Access	
Adjustment Required	
Person Responsible	
Date Implemented	
Review Date	
Outcome	☐ Effective ☐ Partially effective ☐ Not effective ☐ Further assessment required
Further Action	
Staff Member	
Signature	

Appendix 3 – Equal Access Incident / Concern Record

Date	
Pupil / Person Concerned	
Nature of Concern	☐ Discrimination ☐ Accessibility ☐ Disability-related barrier ☐ Bullying / harassment ☐ Communication barrier ☐ Physical access ☐ Curriculum access ☐ Other: _____
Description	
Immediate Action Taken	
Reasonable Adjustment Considered	
Parents/Carers Informed	☐ Yes ☐ No ☐ Not applicable
Senior Staff Informed	☐ Yes ☐ No
Further Action Required	
Review Date	
Completed By	