ABBEY COLLEGE MANCHESTER

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Disability Accessibility Policy

Primary person responsible for updates to this policy: Head of College
Last review date: July 2026
Next review date: June 2027
Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

Disability Accessibility Policy

ACCESSIBILITY POLICY & PLAN SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA) 2001

Definition of Disability

For the purpose of this statement, disability is defined as: "A physical or mental impairment with substantial and long-term adverse effect on normal day-to-day activities."

Key Objective

To reduce and, where possible and reasonable to do so, eliminate barriers to accessing the curriculum and participation in the Abbey College community for students who have a disability.

Key Principles

The College maintains a policy of equal access for all students, irrespective of their disability subject to the specific constraints of our site, facilities and curriculum.

We will strive to include all those students for whom our educational programmes are suitable.

In assessing any student or prospective student, the College may seek advice and require assessments as is appropriate.

The life of the College is enhanced by inclusive policies, but equal importance must and will be given to ensuring that no student's education and College experience is compromised.

Physical accommodation and access

The College comprises a five-storey building in a city centre setting. Lift access to all levels is provided. In the event of an emergency, an evacuation chair is available, and members of the college community have had full training on its use and scope.

Disabled access and appropriate sanitary facilities are in place, and the College facilities can be reasonably adjusted to take account of the needs of students and visitors with some physical and sensory impairments:

- Free-standing tables and chairs in some classrooms provide flexibility of accommodation;
- Some rooms are fitted with blinds, which may benefit students with visual impairment;
- Lessons provide opportunities for all students to perform effectively (e.g. provision can be made for dyspraxia students to use laptops in lessons and for tests)
- ICT facilities include large screen monitors and mobile workstations, and facilities are available to produce large print information

Admissions arrangements

All students are interviewed before a place is offered at the College. At interview, prospective students and their parents should identify any educational needs that should be facilitated by the College, as well as day-to-day requirements that will address the student's welfare.

Appropriate and feasible courses are discussed with all students and their parents and guardians, in the light of the information brought concerning educational history as well as future aims and ambitions. Best advice is given in terms of academic suitability.
Students will not be refused a programme of study on the grounds of disability without compelling reasons.
Where the College has to make changes in order to accommodate a student's needs, we will use the information we gain from prospective students, parents and any relevant third party/agencies to gain insight into ways in which barriers to learning might be broken down. We will also work collaboratively with relevant third party/agencies to ensure that we are adequately resourced.
The College will endeavour to make reasonable adjustments to the College environment before the student begins his or her studies.

Confidentiality
Prospective or already enrolled students will be able to disclose their disability in private.
Confidentiality about the nature and extent of the disability will be preserved.

Examinations and assessments
The College's Examinations Officer will ensure that a student with a documented identification of a special need or a student with a disability will have appropriate support in examinations. Students and parents will be asked to provide any necessary documentation at the time of enrolment.

This may be given in line with recommendations and advice from the relevant awarding bodies.