

Aspris College North Wales

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Accessibility Plan Aspris College North Wales 2026

The accessibility plan shows how college access is to be approved for students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments wherever practicable.

Definition of disability

“A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities”.

Purpose of Plan

The purpose of this plan is to show how out this educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students can take full advantage of their education and associated opportunities.

Key Aims

To increase and eventually ensure for students with a disability that they have:

Total access to our environment, curriculum and information and full participation in the college community Principles.

Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy.

We recognize our duty under the Equality Act:

- Not to discriminate against disabled young people in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled young people less favourably.
- To take reasonable steps to avoid putting disabled young people at a substantial disadvantage.
- To publish an accessibility plan.



In performing their duties, the management team have regard to the Equality Act 2010, our setting:

- Recognises and values the young person's knowledge/parents' knowledge of the young person's disability.
- Recognises the effect their disability has on their ability to carry out activities.
- Respects the parents' and young person's right to confidentiality.
- The setting provides all young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross referenced in the SAR/SDP/CIP and SEF/SER as appropriate.

Increased Access for disabled children and young people to the curriculum

- Recognise the needs of young people with ASD and how it impacts on their learning.
- Source specialist advice from other professionals linked to the college (e.g., SaLT, OT, specialist therapist, social care, CAMHs and physiotherapist) on modifying the curriculum and teaching strategies for individual young people.
- Identify young people with SEND on admission through sharing of information and close liaison between home and school.
- Ensure all staff are fully informed of the special educational needs/disability of every young person at the college, including sharing progress reports, therapy reports and student/parent feedback.
- Regular training opportunities for all staff re: SEND and appropriate teaching and learning strategies.
- Provide 1:1 intervention with LSW to build skills (particularly for literacy and numeracy).
- Provide a bespoke and individualised timetable.
- Target setting and monitoring is effectively used to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.
- Individual arrangements to ensure a successful and supported transition (to community or other services).

Improving access to the physical environment of the college

- Arranging the classroom to support individual needs (furniture arrangements, managing lighting, noise reduction and reduced visual stimulus).
- Using individual visual timetables on wall of tutor classroom.
- Using visual planners to support transitions and visits.
- Creating personalised quiet space as required.
- Providing ear defenders.

Improving the delivery of written information to disabled young people

- Fully differentiated resources to include dyslexia reading books.
- Desktop PC screens with screen overlays.



- Coloured overlays for text.
- Coloured lined paper for writing.
- Coloured reading rulers.
- Distraction aids (fidgets).
- Sand timers.
- Headphones.
- iPads.
- Readers and/or scribes where required.
- Interactive whiteboard.
- Large, keyed keyboard with upper case lettering.

Financial Planning and Control

- Review annually the site provision meets needs of students.
- Review regularly finances to support development of resources on site or in the classroom.
- Use funds within the organisation to support development of facilities.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions

