

VOYAGE LEARNING CAMPUS



Voyage
Learning
Campus

ACCESSIBILITY PLAN

This policy has been adopted by the Management Committee on:

Date adopted:

5th February 2026

Signed:

A handwritten signature in black ink, appearing to be 'J. B.', written over a horizontal line.

Next review due:

February 2029

Voyage Learning Campus Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our vision is to enable all of our students to achieve more than they believe is possible and to develop the skills needed to have choices to lead active, fulfilling lives and this means being fully inclusive of all our disabled students. We continue to develop our curriculum and improve on all aspects of the physical environment of the school site and other resources to allow them to be able to take full advantage of the education and associated opportunities provided by the School. The Voyage Learning Campus is committed to making learning accessible to all students.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including members of the Management Committee.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. ADHD is also considered a disability.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

VLC Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Ensure quality first teaching strategies are in place to support students with a disability access the curriculum successfully.</p> <p>Students with SEN needs that can not be met through universal provision will be raised with the SENDCO and Family Liaison Officer.</p> <p>Ensure appropriate access arrangements (including resources) are in place for all students</p>	<p>Lesson observations and learning walks</p> <p>A series of CPD for teachers and student support staff looking at supporting SEND learners – this year will be prioritising disabilities that are currently listed within our SEND Register.</p> <p>Student Voice</p> <p>Exam Access arrangement assessments to be completed for identified students</p>	<p>SENDCO</p>	<p>End of term 2 and ongoing</p> <p>End of term 4</p> <p>End of term 2 and ongoing</p> <p>Ongoing</p>	<p>Learning walks/lesson observations note successful strategies use to support SEND learners</p> <p>Development of a comprehensive strategy toolkit for staff to utilise when supporting SEND learners</p> <p>Students report they feel supported to access learning successfully in lessons</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of students as required.</p> <p>This includes:</p>	<p>Maintain the quality of the school sites and access routes.</p>	<p>Accessibility included in site inspections which are undertaken 3 times a year</p>	<p>SBM</p> <p>SBM</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Site inspections will include accessibility with any actions required followed up</p>

	<ul style="list-style-type: none"> • Ramps • Corridor width • Door width • Disabled parking • Disabled toilets and changing facilities 	Ensure a range of accessibility equipment is available across the school where necessary.	Accessibility equipment Audit for each site to establish areas for improvement			An Accessibility Equipment Log will be in place with staff aware of equipment available
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Accessible information on School Website • Information provided at point of admission <p>Training for all staff so that student needs are understood and that appropriate adjustments can be made where necessary.</p>	<p>Ensure resources are made available to staff in order to support students.</p> <p>Ensure school signage is appropriate</p> <p>Ensure Website meets the Web Content Accessibility Guidelines.</p>	<p>School Audit on information available to staff to support communication to students</p> <p>Accessibility included in site inspections which are undertaken 3 times a year</p> <p>Regular review of website</p>	<p>SENDCO/SBM/HOCs</p> <p>SBM</p> <p>Online Learning Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff will be aware of accessibility resources and students feel supported to access learning successfully in lessons</p> <p>Site inspections will include accessibility with any actions required followed up</p> <p>Website will meet the Web Content Accessibility Guidelines including an accessibility page that explains how accessible the site is,</p>

4. VLC Vision and values

- We believe that all children and young people have the right to be healthy, happy and safe; to be well cared for, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

5. VLC Strategy

- VLC will ensure accessibility is addressed within its school action plan.
- Create access plan for individual disabled students as part of the IEP process when and where necessary.
- Undertake confidential survey of students to ascertain access needs and make sure they are met.
- Improve signage and external access for visually impaired people.
- Ensure that all disabled students can be safely evacuated.
- Make entry to the Campus sites more accessible for wheelchair users and others.
- Ensure all staff have access to specific training on disability equality issues.
- Review information to parents / carers to ensure it is accessible.
- Consult with parents / carers and students about access to information and preferred formats in all reviews.
- Develop strategies to meet needs.
- Heighten awareness of teaching and teaching assistant staff in relation to strategies and procedures employed by speech therapists for students with speech, language and communication difficulties (slcd).

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Management Committee.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy.

Whilst Phase 1 is based at St Martin's school, accessibility for meetings will require an auxiliary ramp to access a meeting space.