RESET

SEMH

Reset-Recharge-Refocus

RESET AP – Accessibility Policy

Start Date: 2nd September 2026

Renewal Date: 2nd September 2027

Renewed by: Karen Birch

Policy Statement

RESET AP is committed to ensuring that all students, staff, families, and visitors — regardless of disability, neurodiversity, or access needs — can fully participate in and benefit from our provision. We actively promote accessibility across our physical environment, digital platforms, curriculum, and communication practices.

This policy outlines our approach to removing barriers and fostering an inclusive, respectful, and empowering learning environment.

Aims

- To ensure compliance with the Equality Act 2010 and Public Sector Equality Duty.
- To identify and remove barriers to access across all aspects of RESET AP.
- To promote inclusive design and trauma-informed practice in our provision.
- To ensure reasonable adjustments are made for individuals with disabilities or access needs.

Scope

This policy applies to:

- All students, including those with SEND, SEMH needs, physical disabilities, sensory impairments, and neurodivergent profiles.
- Staff, families, visitors, and external partners engaging with RESET AP.

- All physical spaces, digital content, communications, and learning materials.

Physical Accessibility

- All buildings and facilities are reviewed annually for accessibility compliance.
- Reasonable adjustments (e.g. ramps, accessible toilets, quiet spaces) are made where needed.
- Emergency evacuation plans include provisions for individuals with mobility or sensory needs.

Digital Accessibility

- RESET AP's website and digital platforms aim to meet WCAG 2.2 standards.
- Documents and communications are provided in accessible formats upon request (e.g. large print, audio, Easy Read).
- Staff are trained to create inclusive digital content and avoid barriers in online learning.

Curriculum and Learning

- Teaching strategies are differentiated to meet diverse learning needs.
- Assistive technologies and alternative formats are used to support access.
- Students with SEND have personalised support plans and access to tailored interventions.

Communication and Engagement

- Information is shared in clear, jargon-free language.
- Interpreters, visual aids, or alternative formats are provided when needed.
- Feedback from students and families is actively sought to improve accessibility.

Roles and Responsibilities

- **Leadership Team**: Oversees strategic implementation and compliance.
- **SENDCo**: Coordinates accessibility support and reasonable adjustments.

- **Staff**: Ensure inclusive practice in teaching, communication, and environment.
- **Students and Families**: Are encouraged to share access needs and participate in planning.

Monitoring and Review

- Annual accessibility audit conducted by the leadership team.
- Termly review of individual access plans and feedback.
- Policy reviewed annually or sooner if legislation or provision changes.
  Next Review Date: 2nd September 2027