

Accessibility Plan Policy

This policy was updated: **September 2026**

This policy will be reviewed: **September 2027**

Statutory policy? **Yes**

Statement of Intent

Nullogic is committed to taking all reasonable steps to avoid placing any individual with a disability at a disadvantage, and works closely with disabled learners, their families and any relevant outside agencies to remove barriers to their learning experience.

This policy outlines the principles Nullogic is committed to following throughout all accessibility planning activities, to ensure that all disabled learners are able to access and enjoy all aspects of their education and placement with Nullogic in the same way as their peers. The specific measures Nullogic has taken to ensure its provision is accessible are outlined within the Accessibility Plan.

The ways in which Nullogic fosters inclusion and equality for learners and staff who share other protected characteristics are outlined in Nullogic's Equality, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, learners, parents/carers, commissioners and visitors.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

United Nations Convention on the Rights of the Child

United Nations Convention on the Rights of Persons with Disabilities

Human Rights Act 1998

The Special Educational Needs and Disability Regulations 2014

Education and Inspections Act 2006

Equality Act 2010

The Education Act 1996

The Children and Families Act 2014

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

DfE 'The Equality Act 2010 and schools'

DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following Nulogic policies:

Equality, Diversity and Inclusion Policy

Special Educational Needs and Disabilities (SEND) Policy

Admissions Policy

Behaviour Policy

Supporting Learners with Medical Conditions Policy

Administering Medication Policy

Anti Bullying Policy

Curriculum Policy

Health and Safety Policy

Safeguarding and Child Protection Policy

Data Protection Policy

Definitions

In line with the Equality Act 2010, **indirect discrimination** is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

The provision, criterion or practice applies, or would apply, to people without those protected characteristics.

It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.

Nulogic cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The **protected characteristics** are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a **disability** if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Roles and Responsibilities

The **Board of Directors and Senior Leadership Team (SLT)** will be responsible for:

Ensuring that all accessibility planning, including Nulogic's Accessibility Plan, adheres to and reflects the principles outlined in this policy.

Approving this policy and the Accessibility Plan before they are implemented.

Monitoring this policy and the Accessibility Plan.

The **Director of Education** will be responsible for:

Creating and maintaining an Accessibility Plan with the intention of improving Nulogic's accessibility, in conjunction with the Board of Directors and SLT and in line with Nulogic's legal obligations and the principles outlined in this policy.

Ensuring that staff members are aware of learners' disabilities and medical conditions where necessary.

Establishing whether a new learner has any disabilities or medical conditions Nulogic should be aware of, working with referring schools, local authorities and families.

Consulting with relevant and reputable experts if challenging situations regarding learners' disabilities arise.

Working closely with the Board of Directors, local authorities and external agencies to effectively create and implement Nulogic's Accessibility Plan.

Overseeing the needs of learners with SEND across Nulogic's provision, and advising the Board of Directors and SLT in relation to those needs as appropriate.

Staff members will be responsible for:

Acting in accordance with this policy and the Accessibility Plan at all times.

Supporting disabled learners to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

Ensuring that their actions do not discriminate against any learner as a result of their disability.

All staff members and directors will partake in training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support learners with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Accessibility Plan

Nulogic's Accessibility Plan demonstrates how access will be improved for learners, staff, parents/carers and visitors within a given timeframe. It is presented as a freestanding document and is available on Nulogic's website.

The Accessibility Plan is structured to complement and support Nulogic's Special Educational Needs and Disabilities (SEND) Policy and Safeguarding and Child Protection Policy.

The plan has the following key aims:

To increase the extent to which disabled learners can participate in the curriculum.

To improve and maintain Nulogic's physical environment to enable disabled learners to take advantage of the facilities and education on offer.

To improve the availability and delivery of written information to disabled learners, in particular that which has already been produced for learners who are not disabled.

The intention is to provide a projected plan for a three year period ahead of the next review date, which will be **September 2029**. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. Nulogic will provide adequate resources for implementing plans, ensuring learners are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made to accommodate the needs of people with disabilities. It will be used to advise other Nulogic planning documents and will be reported upon annually in respect of progress and outcomes.

Nulogic will collaborate with local authorities and commissioning schools in order to effectively develop and implement the plan. Local authorities will provide auxiliary aids and services where necessary to help Nulogic provide suitable support to learners with disabilities.

An access audit will be undertaken by the Director of Education, Board of Directors and SLT **annually**.

During Ofsted inspections, the inspectorate may include Nulogic's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on Nulogic's website.

Equal Opportunities

Nulogic strives to ensure that all existing and potential learners are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for learners with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all learners equal opportunities.

Staff members will be aware of any learners who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the learner is effectively supported. Wherever possible, tutors will adapt their session plans and the curriculum to allow all learners to reach their full potential and receive the support they need. Nulogic will ensure that all extracurricular and enrichment activities are accessible to all learners and make reasonable adjustments to allow learners with SEND to participate in all Nulogic activities.

Referrals and Admissions

Nulogic will act in accordance with its Admissions Policy. The same referral and acceptance criteria will be applied to all learners and prospective learners referred to Nulogic by schools, local authorities and commissioners.

Where formal assessment, taster sessions or induction activities form part of a referral, Nulogic will make any reasonable adjustments necessary, e.g. providing materials in an accessible format.

Nulogic will strive not to put any learner at a substantial disadvantage, making reasonable adjustments prior to a learner's placement starting. All learners, including those with SEND, will have appropriate access to all opportunities available to any member of the Nulogic community.

Information will be gathered on prospective learners in advance to facilitate planning. Parents/carers of learners with an EHC plan, or with SEND, are invited to a transition meeting prior to the learner starting with Nulogic in order to discuss the learner's specific needs.

Curriculum

Nulogic is committed to providing a healthy environment that enables full curriculum access and values and includes all learners regardless of their education, physical, sensory, social, spiritual and emotional needs. No learner will be excluded from any aspect of Nulogic's

Monitoring and Review

This policy will be reviewed on an **annual** basis or when new legislation or guidance concerning equality and disability is published. The Board of Directors and SLT will review the policy in collaboration with the Director of Education.

Equality impact assessments will be undertaken as and when Nulogic's policies are reviewed.