



## **Disability and Accessibility Policy**

### **Our Commitment**

Dorset Pathways believe that everyone should have fair access to learning and assessment. Our aim is not to treat disabled children and young people less favourably for a reason related to their disability. No one should be discriminated against be they staff, learners, volunteers or visitors, on these grounds.

As an organisation, we will do this by making reasonable adjustments for disabled children and young people so that they are not at a substantial disadvantage, and we can then ensure that all learners have equal access to the full range of enrichment and educational opportunities provided by us.

This includes us striving to be inclusive and actively seeking to remove the barriers to learning and participation that can hinder or exclude individuals. This means that equality of opportunity can be a reality for all our learners.

### **This document**

- Defines the role and responsibilities of individuals in the organisation
- Applies to all people who work for and with Dorset Pathways. Our staff, stakeholders, volunteers and contractors
- Supports our aims as an organisation
- Is based on current legislation, government guidance and best practice

### **Obligations**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

### **Roles and Responsibilities**

Dorset Pathways Directors are committed to doing all that is reasonably possible to ensure that the facilities, services, culture, policies and procedures are made accessible to all children and young people, staff, parents/carers and visitors who have disabilities and to comply with our moral and legal responsibilities under the Equality Act (2010).

Dorset Pathways ensures that awareness of disability is raised amongst all staff, children and young people, parents/carers and visitors.



## **Barriers to learning**

Dorset Pathways will seek to provide reasonable adjustments in the form of learning approaches, teaching strategies, alternative assessments and support assistance for children and young people with disabilities whether physical, social or mental, in all aspects of learning programmes and will keep it under continual review so that the best interests of the learners are at the forefront of all learning and assessment planning.

The different areas that constitute barriers may take the form of the following;

- Situational barriers: arising from learners' personal and family situations, such as time pressures, financial constraints, or family life
- Institutional barriers: arising from the unresponsiveness of previous educational institutions or a lack of flexibility in the learning on offer, such as inappropriate timetabling or content of provision
- Dispositional barriers: relating to the attitudes, perceptions, and expectations of learners, such as believing that it's too late to learn or lacking confidence or interest

Staff at Dorset Pathways will consider the following specific barriers daily if learners are unresponsive or unable to access learning on a particular day, time, or as a whole.

- Physical/Mental Condition
- Pain or illness
- Low blood sugar - can reduce concentration
- Humidity - can cause sluggishness
- Cold – can be distracting
- Environment – personal preferences for learning
- Previous Bad Experience
- Lack of Confidence
- Fear of Failure
- Lack of Motivation
- Fear of Change
- Resistance to learning

## **Staff with disabilities**

All staff appointments are made on the basis of qualifications, experience and skills of the applicant regardless of disability. Dorset Pathways ensures that no unlawful discrimination takes place and that staff with disabilities will have any additional needs met wherever and whenever possible.

## **Parents/carers with disabilities**



All reasonable steps are taken to ensure that any information sent to or made available to parents/carers is accessible to all. Every effort is made to ensure that the environment does not prevent anyone with disabilities from visiting the sites.

#### **Referenced documents and links**

[Equality Act 2010](#)

[SEN and Disability Act 2001](#)

[Disability Discrimination Act 1995](#)

Authored : Directors

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