



GLOBAL ACADEMY
MAKEUP • HAIR • PRODUCTIONS

ACCESSIBILITY POLICY

1. Policy Statement

At GLOBAL, we are committed to creating an inclusive, accessible learning environment where every learner - regardless of ability, background, or need - can thrive. We recognise that accessibility is not just about physical access, but also about equitable access to learning, communication, resources, and opportunity.

This policy outlines our approach to removing barriers and promoting full participation for all learners, staff, and visitors, in line with the Equality Act 2010 and the SEND Code of Practice (2015).

2. Aims

GLOBAL's Accessibility Policy aims to:

- Ensure that all learners can access the curriculum, facilities, and wider school life.
- Promote independence, dignity, and equality of opportunity for learners with disabilities or additional needs.
- Identify and remove barriers to learning, communication, and participation.
- Provide reasonable adjustments to meet individual needs.
- Foster a culture of inclusion, respect, and continuous improvement.

3. Scope

This policy applies to:

- All learners enrolled at GLOBAL
- Staff, volunteers, and visiting professionals
- Parents, carers, and members of the public accessing our services or premises

4. Legal and Regulatory Framework

This policy is informed by:

- The **Equality Act 2010**
- The **SEND Code of Practice (2015)**

- The **Children and Families Act 2014**
- The **Human Rights Act 1998**
- The **Health and Safety at Work Act 1974**

5. Accessibility in Practice

a. Curriculum Access

- All teaching is differentiated to meet individual learning needs.
- Learners have access to assistive technology, adapted resources, and alternative formats.
- Individual Education Plans (IEPs) and EHCPs guide personalised support strategies.
- Staff receive training in inclusive teaching and communication methods.

b. Physical Environment

- Our premises are wheelchair accessible, with ramps, lifts, and accessible toilets.
- Signage is clear, high-contrast, and positioned for visibility.
- Sensory-friendly spaces are available for learners who require low-stimulation environments.
- Evacuation plans include Personal Emergency Evacuation Plans (PEEPs) for individuals with mobility or sensory needs.

c. Communication Access

- Information is available in accessible formats (e.g., large print, Easy Read, audio).
- Staff use inclusive communication strategies including Makaton, PECS, and visual timetables.
- Interpreters and communication support workers are available when needed.
- Digital platforms are compliant with WCAG accessibility standards.

d. Digital and Remote Learning

- Online learning platforms are accessible via screen readers and alternative input devices.
- Recorded lessons and resources include captions and transcripts.
- Learners receive support to access remote learning tools and devices.

6. Monitoring and Review

- Accessibility audits are conducted annually and after any major changes to the environment or curriculum.
- Learner voice and parent/carers feedback are actively sought and used to inform improvements.
- The Accessibility Policy is reviewed annually by the Senior Leadership Team and SENDCO.

7. Complaints and Feedback

GLOBAL welcomes feedback on accessibility and is committed to resolving concerns promptly. Complaints related to accessibility can be made via our Complaints Procedure, available on request or through our website.

Reviewed by	Compliance & Quality Assurance Administrator
Reviewed	Annually, before start of a new academic year
Last Review	14/10/2025
Review Date	30/08/2026

Reviewed: Signed: *B Levy*..... **Date:** 14/10/25

Benjamin Levy

Compliance & Quality Assurance Administrator