



London Professional Academy

Title:	Accessibility Policy
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1. Purpose and Scope

1.1. This policy establishes LPA's commitment to ensuring that all learners, staff, and visitors have equitable access to the Academy's premises, services, information, and learning opportunities. It applies to all aspects of Academy life, including teaching and learning, digital platforms, physical environments, recruitment, and learner support. The policy applies to all learners, prospective learners, staff, contractors, and visitors.

2. Definition and Key Principles

2.1. Accessibility means ensuring that barriers are removed or reduced to enable full participation by individuals with disabilities, learning difficulties, or other needs. The key principles are inclusion, equality of opportunity, anticipatory duty, reasonable adjustments, and continuous improvement. LPA is committed to taking a proactive approach, anticipating the needs of disabled people rather than reacting only when requests are made.

3. Legal Framework

3.1. This policy is informed by the Equality Act 2010, which places a duty on LPA to make reasonable adjustments for disabled people and to avoid discrimination arising from disability. It also complies with the Public Sector Equality Duty, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice, and the Web Content Accessibility Guidelines (WCAG) 2.1 AA standards for digital content.

4. Roles and Responsibilities

4.1. The Principal and Senior Leadership Team have overall responsibility for ensuring accessibility is embedded across the Academy. The Head of Learner Services oversees the implementation of this policy and the Accessibility Plan. Curriculum Managers ensure that teaching materials and delivery methods are accessible. The Estates Manager ensures physical accessibility of buildings and facilities. The IT Manager ensures digital platforms meet accessibility standards. All staff have a responsibility to support learners with accessibility needs and to raise any barriers they identify.



5. Physical Accessibility

5.1. LPA is committed to ensuring that all buildings, facilities, and outdoor spaces are accessible to disabled people. This includes step-free access, accessible toilets, appropriate signage, hearing loops, adjustable furniture, and clear fire evacuation procedures for disabled individuals. All new builds and refurbishments are designed with accessibility standards as a minimum requirement. Where barriers exist, LPA makes reasonable adjustments and maintains a schedule of planned improvements in the Accessibility Plan.

6. Digital Accessibility

6.1. All digital platforms, including the Virtual Learning Environment, websites, and learning resources, are designed and maintained to meet WCAG 2.1 AA accessibility standards. This includes providing captioned videos, screen-reader compatible documents, alternative text for images, and clear navigation structures. Staff are trained to create accessible digital content. Learners requiring alternative formats can request them, and LPA will provide these within a reasonable timeframe.

7. Teaching and Learning Accessibility

7.1. Teaching staff are expected to design and deliver inclusive lessons that anticipate and accommodate diverse learner needs. This includes using accessible resources, providing materials in advance, employing inclusive teaching strategies, and being responsive to individual learner requirements. Where learners have identified support needs, a Personalised Learning Support Plan is developed in collaboration with the learner, their support network, and the Learning Support Team. Reasonable adjustments are implemented to ensure full participation in all learning activities.

8. Assessment Accessibility

8.1. All assessments are designed to be accessible, and reasonable adjustments are made for learners with disabilities or additional needs. Adjustments may include additional time, rest breaks, use of assistive technology, alternative formats, or modified assessment arrangements. Decisions regarding assessment adjustments are made in accordance with awarding organisation requirements and are documented in the learner's Personalised



Learning Support Plan. Assessment arrangements are reviewed regularly to ensure ongoing suitability.

9. Learner Support and Disclosure

9.1. LPA encourages learners to disclose any disability, learning difficulty, or other need that may require support. Disclosure is voluntary, and information is treated confidentially and shared only on a need-to-know basis with learner consent. Upon disclosure, learners are referred to the Learning Support Team for a needs assessment and the development of a support plan. LPA also works with learners who prefer not to disclose, providing universal inclusive practices that benefit all.

10. Staff Recruitment and Accessibility

10.1. LPA is committed to ensuring that recruitment and employment practices are accessible to disabled applicants. Reasonable adjustments are offered throughout the recruitment process, including flexible interview formats, accessible venues, and modified assessment tasks. Staff who become disabled during employment are supported through occupational health assessments, workplace adjustments, and flexible working arrangements where appropriate.

11. Information and Communication

11.1. LPA ensures that information and communications are accessible to all. Key documents are available in alternative formats upon request, including large print, easy read, braille, and audio. The Academy website and digital platforms are accessible, and communications use clear language. Staff are trained to communicate effectively with disabled people, including those with hearing or visual impairments, learning difficulties, or neurodiverse conditions.

12. Accessibility Plan and Monitoring

12.1. LPA maintains an Accessibility Plan that sets out strategic priorities, specific actions, timelines, and responsible persons for improving accessibility across physical environments, digital platforms, and learning provision. The Plan is reviewed annually and updated based on feedback, audits, and changes in legislation. The Quality Manager monitors compliance



with accessibility requirements, and progress is reported to the Senior Leadership Team and the EDI Steering Group.

13. Grievances and Complaints

13.1. Any individual who experiences barriers to access or believes they have been discriminated against is encouraged to raise their concern with their line manager, tutor, or the Head of Learner Services. Concerns are addressed in accordance with the Complaints Policy. LPA treats all accessibility-related complaints seriously and uses them to inform continuous improvement of accessibility practices.

14. Related Policies and Documents

14.1. This policy should be read in conjunction with the Equality, Diversity, and Inclusion Policy, Learning Support Policy, Reasonable Adjustments Policy, Digital Learning Policy, Estates Management Policy, Complaints Policy, and the Accessibility Plan.

