



## **Accessibility Policy**

2022 - 2023

## Policy issue and updates

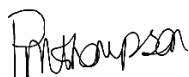
<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document – new format and template used.	1	December 2020
Whole document – annual review	2	August 2021
Whole document – annual review	3	August 2022

The following policy has been approved by the Leadership Team at Progress Careers.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by the Managing Director: August 2022

Managing Director signatory:



Mrs Paula M Thompson

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Planned review: August 2023 (or as necessary)

## 1. Policy overview

- 1.1 Progress Careers is an inclusive establishment. It operates an equal opportunity policy for the guidance of students/clients with a wide range of disabilities as outlined in the definition of Disability under the Equality Act (2010); *a person has a disability if he /she has a physical or mental impairment which has a substantial and long term (>12 months) adverse effect on their ability to carry out normal day-day activities.* We ensure that all staff, associates and students/clients with a range of disabilities experience inclusion so as to eliminate discrimination and harassment. We make certain that there is due regard to the need to constantly:
- promote positive attitudes
  - encourage participation by disabled persons in public life
  - promote equality of opportunity
  - eliminate disability related harassment
  - eliminate unlawful discrimination
  - use more favourable treatment, if necessary
- 1.2 Alongside partner organisations, Progress Careers are committed to ensuring physical accessibility alongside appropriate access to guidance for all.

## 2. Key aspects

- 2.1 Progress Careers staff and associates:
- must not treat disabled students/clients and staff of partner organisations less favourably than able bodied students/clients and staff
  - must make reasonable adjustments
- 2.2 Definition of disability – a physical or mental impairment with an adverse effect on the student’s ability to carry out normal day-to-day activities. Effect must be substantial and long term.
- 2.3 Planning Process for working with clients/students:
- Audit year groups and individual requirements with Careers leads in partner organisation
  - Identify priorities
  - Arrange meetings
  - Feedback

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- Evaluation
- 2.4 Summaries of guidance will be created for each individual which will feed into each student/clients Education, Health and Care Plan (EHCP). Advisers will work closely with inclusion teams and the appointed SENDCO.

### **3. Accessibility plans from partner organisations**

- 3.1 Each partner organisation will have their own accessibility plan which will outline plans and targets for:
- Increasing the extent to which disabled students can participate fully in the school curriculum
  - Improving the delivery of information to disabled students
  - Improving physical access to disabled students
- 3.2 Progress Careers staff and associates will familiarise themselves with these policies and plans to ensure they are promoting the work of the partner organisation in terms of accessibility to guidance.
- 3.3 Where any Progress Careers staff member or associate requires it, a health passport will be completed to ensure any reasonable adjustments are made to allow them to complete their work without barrier.