

## Accessibility Policy

<b>POLICY INTENDED FOR:</b>	Students
<b>CATEGORY:</b>	Safeguarding
<b>POLICY IMPLEMENTED BY:</b>	Managing Director
<b>POLICY MONITORED BY:</b>	Operations Team
<b>REVIEWED BY:</b>	Managing Director
<b>EFFECTIVE DATE:</b>	03/02/2025
<b>REVIEW DATE:</b>	03/02/2026 or as required

ProEd is committed to ensuring that admission decisions will be made by a process that is free from any discrimination on the grounds of disability; race; ethnic or national origin; gender; religion or belief (assuming that, in the case of the latter, the prospective student and parents agree to support the ethos of ProEd as described in the prospectus, website and other literature). The company must also feel reasonably sure that we are able to educate and develop the prospective student to the best of their potential, so that there is every chance that the student will be able to benefit from their time with us.

We aim to make our physical environment as accessible as is possible within the constraints of our venues and to create conditions where every member of our programmes will get the full benefit of our education and resources. We are fully committed to the active promotion of equality of opportunity for all students, tutors and staff.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increase the extent to which students with disabilities can participate in the course curriculum.
- Improve the physical environment of the course location to increase the extent to which students with disabilities can take advantage of education and associated services
- Improve the availability of accessible information to disabled students

### Background Information

When a student with a physical disability applies to attend one of our courses, a discussion between the student's parent/guardian/agent and ProEd staff is held to see how, if required, ProEd can best meet their needs. Relevant information is given to tutors and in the case of a residential course to the Residential Team.

The same will be applicable to any tutors and staff, in this circumstance discussion will be with the individual directly.

Personal emergency evacuation plans (PEEPS) will be drawn up in consultation with the student, tutor or member of staff concerned.

### **Our Aim**

- To make as much of the course accessible as possible to people with physical disabilities (e.g. establishing PEEPs).
- To provide adequate and appropriate information for families of students with disabilities to enable them to be fully aware of course activities and the provision of venue facilities.
- To take into account any access issues when planning evening entertainment and activities, both on and offsite.

### **SEN Provision**

ProEd does not currently have a designated special needs coordinator.

A student's pre-arrival form may inform us of a specific learning difference such as dyslexia, ADD, ADHD, dyspraxia, dyscalculia, slow processing speeds, impaired motor skills and others.

With such an applicant, ProEd will review its ability to meet the needs of the student and endeavour to adapt teaching to meet the needs of that student where reasonably feasible.