

Westminster Tutors



Accessibility Plan

2026-2027

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1. Introduction

- 1.1 The document outlines our Accessibility Plan as required by the Equality Act 2010. The Act makes it unlawful for Westminster Tutors Ltd. to discriminate against, harass, or victimise a student or potential student or staff, and teachers in relation to:
- Admissions.
 - The way we provide education for students.
 - The way we provide students access to any benefit, facility or service.
 - By excluding any student or subjecting them to any other detriment.
- 1.2 The Act outlines some protected characteristics (below), and we pay due regard to these:
- Sex.
 - Race.
 - Disability.
 - Religion or belief.
 - Sexual orientation.
 - Gender reassignment.
 - Pregnancy or maternity.
- 1.3 This plan fulfils the requirements of ISI's Private Further Education standards.

2. Purpose

- 2.1 This Accessibility Plan outlines how we ensure we work to remove barriers to learning and access in our college. The plan is reviewed every three years.
- 2.2 The college aims to treat all its students, staff, teachers and visitors fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 2.3 The college ensures all staff and teachers are trained in understanding equality and disability issues in line with the Equality Act 2010.

3. Reasonable Adjustments

- 3.1 Westminster Tutors aims to ensure that nothing we do as a college places a disabled student at a disadvantage compared to others. However, where we have to do so, we make sure we take reasonable steps to avoid that disadvantage.
- 3.2 When it is reasonable to do so, we provide auxiliary aids or services for a disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to non-disabled students.

- 3.3 Where an auxiliary aid is not provided under the SEN system (i.e. via an EHC Plan), there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken based on the facts of an individual case, including cost implications.
- 3.4 Auxiliary aids may include equipment or services that help prevent a disabled student from experiencing a substantial disadvantage. The college will consider the individual student's needs and the effectiveness, practicality and reasonableness of the proposed aid or service.
- 3.5 Our SEN Policy defines what provisions we make available, including reasonable adjustments in our college. We will consider what is reasonable in the context of our college, given the circumstances of each case.
- 3.6 Where an auxiliary aid is primarily personal equipment used across different areas of a student's life, such as a hearing aid, responsibility for providing it may rest with the student, family, local authority or health service. The college will nevertheless consider what reasonable adjustments or additional support it can provide to ensure that the student can access education.
- 3.7 We consider each potential reasonable adjustment on an individual basis, taking account of its effectiveness in removing disadvantage, practicability, cost, available resources and any effect on the operation of the college or other students. An adjustment will not be considered unreasonable solely because it is not included in our three-year Accessibility Plan.
- 3.8 We aim to ensure that disabled students participate as fully as possible in college life. When considering an adjustment, we will take account of its likely effectiveness, practicality, cost and any significant effect on other students or the operation of the college. Where a proposed adjustment is not considered reasonable, we will consider whether an effective alternative can be provided.

4. Aspects of the Plan

- 4.1 Our Accessibility Plan focuses on the following areas:
- Increasing the extent to which disabled students can participate in the curriculum.
 - Improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided.
 - Improving the availability of accessible information to disabled students, staff, and teachers, parents and visitors.

5. Responsibility

- 5.1 It is the responsibility of the Principal to ensure that the college has an Accessibility Plan which matches the college's needs and that it is available on the college's website.
- 5.2 The Proprietor (via the Chair of the Governance Advisory Board) is responsible for ensuring that the plan is reviewed every three years and is fit for purpose.

6. Accessibility Plan

Actions to increase access to the curriculum and learning

	Targets/Strategies	Timing	Responsibility	Success criteria
Short Term	To increase staff and teachers' awareness of potential barriers to learning for students with specific educational needs & disability: identify current students with disabilities and barriers to learning.	Autumn CPD 2026 Ongoing with student passports Completed	Principal Pastoral Coordinator	Teachers are more aware of existing students' needs and how to identify learning barriers.
Short Term	To ensure wider application of the information currently on the Learning Support Register and compliance with the Equality Act 2010.	Autumn half-term In progress	Principal Pastoral Coordinator	Increases accessibility for all students through the curriculum.
Short Term	To improve 'forward' planning and comply with our anticipatory duty concerning students with SEND early in the admissions process.	August recruitment period Completed	Pastoral Coordinator Admissions Team	All students with SEND have profiles before starting college, and reasonable adjustments are made within the first half term to facilitate a successful transition.
Medium Term	Plan for possible increased access to the whole curriculum on the lower floors through amended timetabling and a switch to teachers visiting classroom protocols.	After each new timetable is issued. Ongoing	Pastoral Coordinator Jason	Potential to provide full curriculum access to disabled students vs. ground-floor classroom-only, properly evaluated.

Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

	Targets/Strategies	Timing	Responsibility	Success criteria
Short Term	Have access to at least one variable-height chair to enable staff and teachers/students with joint problems to move more easily during lessons.	As required Not needed in 2026	Principal	Students with disability feel more comfortable and thus more able to learn in lessons.
Long Term	To increase access and comfort for students in the common areas with furnishings and fittings appropriate to students with mobility issues.	Summer 2026 Completed	Principal Sr Consultant	Better access to common areas for students and visitors with disabilities.

Actions to improve the availability of accessible information to disabled students, staff, and teachers, parents and visitors

	Targets/Strategies	Timing	Responsibility	Success criteria
Short Term	Improve access to admissions information for prospective students and parents by reviewing website accessibility and the range of formats, printers, and local service providers available.	Summer 2026 Completed	Principal Sr Consultant	Better understanding of available technologies and formats & improved dissemination of information.
Medium Term	To research alternative book and exam formats, e.g. electronic exam papers for laptop users and electronic versions of textbooks	Summer 2026 Completed	Principal Exams Officer	Access to exams and textbooks increased.
Medium Term	Review costs of purchasing and implementing assistive technologies such as reading software, enlarging cameras, and induction loops.	As needed Not needed in 2026	Principal Pastoral Coordinator	Increased readings to implement technological solutions to support students with specific learning needs and disabilities

Ownership and consultation

Document author (name)	Sean Doherty, Principal
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Audience

Audience	Principal and college staff, and teachers
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Version control

Implementation date	September 2024
Reviewed date	September 2025 September 2026
Next review date	September 2027