



# ACCESSIBILITY PLAN

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## 1. Aims

It is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the Sixth Form to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The NCS aims to treat all its students and staff fairly and with respect. This involves providing access and opportunities for all students and staff without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the NCS website, and paper copies are available upon request.

The NCS is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the sixth form, this procedure sets out the process for raising these concerns.

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary to ensure it is effective and meets the needs of our students. The plan will be visible on the NCS website.

It will be approved by the Governing Body/Finance & Premises Committee.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for students with a disability	<p>We offer a differentiated curriculum and use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p>	Teachers to continue to fully meet the requirements of young people's needs with regards to accessing the curriculum	Continued focus on additional intervention teacher time, enrichment and cultural capital	All teaching staff/SLT	Ongoing
Improve and maintain access to the physical environment	<p>Good disabled access in all buildings. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Clear and up to date signposting</li> </ul>	To improve disabled access in the main building and the resources building between floors	<p><b>Main Building Lift is fully operational.</b></p> <p><b>Lift currently being installed within NCS Resource to comply with DDA Requirements.</b></p> <p>Disabled parking bay access – assigned space allocated in the redevelopment of the former police station</p> <p><b>To ensure the stair lift in the resources building is in action.</b></p>	<p><b>Equans/JL/DG</b></p> <p><del>Bouygues to undertake a survey</del></p> <p><del>LBN</del></p> <p>JL/DG</p>	<p>Ongoing</p> <p><b>Lifts - Autumn 2024 DDA Toilets completed</b></p> <p><b>Stair lift has been removed, the DfE have agreed to find installation of a new lift Autumn 2024</b></p>

Improve the delivery of information to students with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Clear internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Students with visual impairments seated in appropriate classroom/exam room areas</li> </ul>	To review effectiveness of communication strategies across the NCS to ensure we continue to give students with visual impairments and physical disabilities the full access to information	Publicise the information available and communication strategies on our website for students with disabilities where necessary	All staff	Ongoing
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken
<b>Main Building</b>		
Number of storeys	3 storeys. LGF, UGF, 1 <sup>st</sup> Floor & 2 <sup>nd</sup> Floor	Maintain clear access
Corridor access	Good Clear Access	Ensure no equipment blocks corridors
Lift	Fully operational.	None, regular maintenance in place.
Parking bays	We do not have any marked bays allocated	<p>Previous attempts to get permission have failed. We have an informal agreement with the campus manager that accessibility requirements for parking will be granted on an individual request basis.</p> <p>We are likely to have a space at the back of the Form Station allocated upon completion of the expansion programme.</p>

Entrances	Two entrances, automatic main front door and other entrance access only during busy periods	Appropriately monitored by SLT at all times when secondary entrance is opened.
No Ramp access Staff/ DDA entrance door on ground level with direct access to lift to all student classes in the building.	The ground floor to the main building is currently only accessible via a lift and stairs	Any students or staff with accessibility requirements permitted to use the lift at the back entrance on ground floor. If the lift is out of operation with requirements students be redirected to the humanities building.
Toilets	10 in total. 3 Boys, 3 Girls, 4 Disabled & 1 Welfare. Toilets have disabled access & alarms	Ensure toilets are regularly serviced, check disabled toilet alarm works
Reception area	Sufficient space for access via the lift	Maintain a clean and clear area
Internal signage	Yes	None, internal signage reviewed and updated summer 2023
Emergency escape routes	6 emergency escape routes. 3 fire escapes LGF, 1 Fire Escape GF, 2 Entrance / Fire Escapes UGF – Fire plan in place	Ensure weekly testing continues to be carried out and exits are clear at all times

Feature	Description	Actions to be taken
<b>Humanities Building</b>		
Number of storeys	2 storeys. Ground & First Floor	Maintain access
Corridor access	Good	Ensure no equipment blocks corridors

Lifts	1 Platform Lift	Review service annually
Parking bays	None	As above, main building
Entrances	3 entrances in total. 2 Fire Exits & 1 Entrance / Fire Exit	Main entrance via automatic door when manned during periods
Ramps	None required, ground floor level to the street	N/A
Toilets	6 in total. 2 Girls, 2 Boys & 2 Disabled	Ensure toilets are regularly serviced, check disabled toilet alarm works
Internal signage	Yes	None, internal signage reviewed and updated summer
Emergency escape routes	1 Entrance & 2 Fire Exits	Ensure weekly testing continues to be carried out and exits are clear at all times

Feature	Description	Actions to be taken
<b>Resources Building</b>		
Number of storeys	First, Ground & Basement	Maintain access
Corridor access	Good	Ensure no equipment blocks corridors
Lifts	Chair lift – removed from building, External Lift for all level currently being installed scheduled to be completed Autumn 2024.	External Lift for all level currently being installed scheduled to be completed Autumn 2024.
Parking bays	None	As above, main building
Entrances	1 main entrance via passcode and automatic doors	Door is manned all day
Ramps	1 External	Ensure ramp is clear at all times
Toilets	16 in total, 1 Staff, 7 Girls, 6 Boys, & 2 Disabled.	Ensure toilets are regularly serviced, check disabled toilet alarm works



Internal signage	Yes	None, internal signage reviewed and updated October half term
Emergency escape routes	3 Basement, 2 Ground Floor & 1 First Floor	<p>Ensure weekly testing continues to be carried out and exits are clear at all times for ground floor and first floor</p> <p>Basement Fire Escape routes currently not accessible/useable. Scheduled building works to be completed Autumn 2024. No staff access other than for inspections to this area</p>