



# **Newham Collegiate Sixth Form Centre**

A specialist centre for Science and Mathematics

## **ACCESSIBILITY PLAN**

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<b>Date:</b> November 2018
<b>Approved date:</b> November 2018
<b>Review date:</b> November 2021 – updated before if required

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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.

### 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>• Lifts available in all three buildings</li> </ul>	To improve disabled access in the main building and the resources building between floors	<p>To ensure the lift in the main building is back in use after flood damage</p> <p>Ramp access in main building</p> <p>Disabled parking bay access</p>	<p>Lift maintenance company/Bouygues</p> <p>Bouygues to undertake a survey</p> <p>LBN</p>	<p>November 2018</p> <p>TBC</p> <p>TBC</p>

	<ul style="list-style-type: none"> <li>• Clear and up to date signposting</li> </ul>		To ensure the stair lift in the resources building is in action	JS/JA	November 2018
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

#### 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 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

Appendix 1: Accessibility audit

<b>Feature</b> <b>Main Building</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	3 storeys. LGF, UGF, 1 <sup>st</sup> Floor & 2 <sup>nd</sup> Floor	Maintain clear access	All	Ongoing
Corridor access	Good Clear Access	Ensure no equipment blocks corridors	All staff	Ongoing
Lifts	1 lift, out of action. Currently awaiting repairs	Lift repairs commence on 12 <sup>th</sup> Nov, two weeks	Bouygues	End of Nov 18
Parking bays	We do not have any marked bays allocated	Raised with the LA, we should have marked disabled bays	JS/LBN	Ongoing
Entrances	Two entrances, automatic main front door and other entrance access only during busy periods	Appropriately monitored by SLT at all times when second entrance is opened	All	Ongoing
Ramps	Currently no ramp access, stairs up only	Bouygues to undertake a survey to identify if ramp access is feasible	Bouygues	January 2019
Toilets	10 in total. 3 Boys, 3 Girls, 4 Disabled & 1 Welfare. Toilets have disabled access & alarms	Ensure toilets are regularly serviced, check disabled toilets alarm works	JA/Bouygues	Ongoing
Reception area	Sufficient space for access via the lift	Maintain a clean and clear area	MB/JA	Ongoing
Internal signage	Yes	None, internal signage reviewed and updated summer term	JA	Ongoing

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 all fire exits are clear at all times	JA/JS	Ongoing
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<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
<b>Humanities Building</b>				
Number of storeys	2 storeys. Ground & First Floor	Maintain access	All	Ongoing
Corridor access	Good	Ensure no equipment blocks corridors	All staff	Ongoing
Lifts	1 Platform Lift	Review service annually	Bouygues	Ongoing
Parking bays	None	As above, main building	As above	As above
Entrances	3 entrances in total. 2 Fire Exits & 1 Entrance / Fire Exit	Main entrance via automatic door when manned during busy periods	All	Ongoing
Ramps	None required, ground floor level to the street	N/A	N/A	N/A
Toilets	6 in total. 2 Girls, 2 Boys & 2 Disabled	Ensure toilets are regularly serviced, check disabled toilets alarm works	JA/Bouygues	Ongoing



Internal signage	Yes	None, internal signage reviewed and updated summer term	JA	Ongoing
Emergency escape routes	1 Entrance & 2 Fire Exits	Ensure weekly testing continues to be carried out and all fire exits are clear at all times	JA/JS	Ongoing

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
<b>Resources Building</b>				
Number of storeys	First, Ground & Basement	Maintain access	All	Ongoing
Corridor access	Good, side area to the stairs is used as storage but this does not block access	Ensure no equipment blocks corridors	All staff	Ongoing
Lifts	Chair lift	Awaiting a lock from Access Lift Consultants to enable the chair lift to work	Access Lift Consultants/JA	End of Nov 18
Parking bays	None	As above, main building	As above	As above
Entrances	1 main entrance via passcode and automatic doors	Door is manned all day		
Ramps	1 External	Ensure ramp is clear at all times	JA/Bouygues	Ongoing
Toilets	4 in total. 1 Staff, 1 Girls, 1 Boys & 1 Disabled	Ensure toilets are regularly serviced, check disabled toilets alarm works	JA/Bouygues	Ongoing

Internal signage	Yes	None, internal signage reviewed and updated summer term	JA	Ongoing
Emergency escape routes	3 Basement, 2 Ground Floor & 1 First Floor	Ensure weekly testing continues to be carried out and all fire exits are clear at all times	JA/JS	Ongoing

