



THE NATIONAL MATHEMATICS AND SCIENCE COLLEGE

Accessibility and Equality Plan

1. Introduction

Compliance with the Equality Act 2010 is wholly consistent with the College's aims, equal opportunities policy, and the operation of the College's SEN policy.

This Plan will contribute to the review and revision of related College policies, e.g.

- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Teaching and Learning Policy

The Equality Act 2010 sets out the rights and duties for service providers, employers and educational institutions.

In formulating this plan, the College has taken into account the needs of all people who have a protected characteristic as defined in the Equality Act 2010.

These are Age (regarding staff, not students), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff, not students), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex and Sexual Orientation.

2. Equality Act 2010 Overview of Disability

The Equality Act defines a disabled person as 'someone who has a physical or mental impairment, which has an effect on his or her ability to carry out normal day-to-day activities'. The effect must be substantial, adverse and long-term.

Under the Equality Act it is unlawful for the College to:

- Directly discriminate against a disabled person
- Indirectly discriminate against a disabled person (i.e. doing something which is more likely to have an adverse effect on disabled students only) where it is not a proportionate means of achieving a legitimate aim
- Treat a disabled person unfavourably due to something arising from their disability where it is not a proportionate means of achieving a legitimate aim

In addition, the Equality Act requires the College to make reasonable adjustments for disabled persons in certain circumstances. What is reasonable is determined on a case by case basis and may depend on resource implications and practicality.

The College must not harass a student because of his disability. This may include a teacher shouting at a disabled student because the disability means that he or she is constantly struggling with class-work or unable to concentrate.

3. Additional Requirements for Schools under Equalities Act 2010.

Schools need to carry out accessibility planning for disabled students. Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum.
- Improving the physical environment of the college to increase the extent to which disabled students can take advantage of education, benefits, facilities and services provided.
- Improving the accessibility of accessible information to disabled students. Schools need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

The College recognises its duty under the Equalities Act:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility and Equality Plan.

The College is wholly committed to:

- reducing and eliminating barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability
- providing a caring and friendly environment
- providing resources to cater for the needs of the individual students
- promoting an understanding of disabilities throughout the College and an awareness of the needs of students with a disability

As part of its commitment to equality the College has devised an Disability Accessibility Plan which is set down as an appendix to this policy and covering the required areas of curriculum, information, physical provision together with a commitment to the provision of access to public examinations as required by the Joint Council for Qualifications.

Policy approved: October 2017

Updated: January 2021



THE NATIONAL MATHEMATICS AND SCIENCE COLLEGE

Accessibility Plan

2019 - 2022

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan is reviewed every three years and approved by the Proprietors of the College.

The review process can be delegated to a committee of the Proprietors, an individual or the Principal

The National Mathematics and Science College the Plan will be monitored by the Principal and evaluated by the advisory board.

Objectives

At the National Mathematics and Science College we are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the College.

- 1) The National Mathematics and Science College Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with students, parents, staff and the advisory board of the College. The document will be used to advertise other college planning documents and policies and will be reported upon annually in the respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the College's Equality Objectives and will similarly be published on the college website. We understand that the Local Authority will monitor the college's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

- 3) The National Mathematics and Science College is committed to providing an environment that enables full curriculum access that 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 taking a positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the College.
- 4) The National Mathematics and Science College Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the college within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for students with the disability, expanding the curriculum as necessary to ensure the students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers, teaching and learning and the wider curriculum of the college such as participation in after-college clubs, leisure and cultural activities or college visits – it also covers the provision of a specialist or equipment, which may assist these students in accessing the curriculum within a reasonable time frame;
 - Improve and maintain access to the physical environment of the college, adding specialist facilities as necessary – this covers improvements to the physical environment of the college and physical aids to access education within a reasonable time frame;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the college and college events; the information should be made available in various preferred formats within a reasonable time frame.
- 5) The National Mathematics and Science College Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole college training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following college policies, strategies and documents:
 - Behaviour Management Policy
 - Curriculum Policies
 - Emergency Plan
 - Equal Opportunities Policy
 - Health and Safety Policy
 - School Improvement Plan
 - Special Educational Needs Policy
 - Teaching and Learning Policy

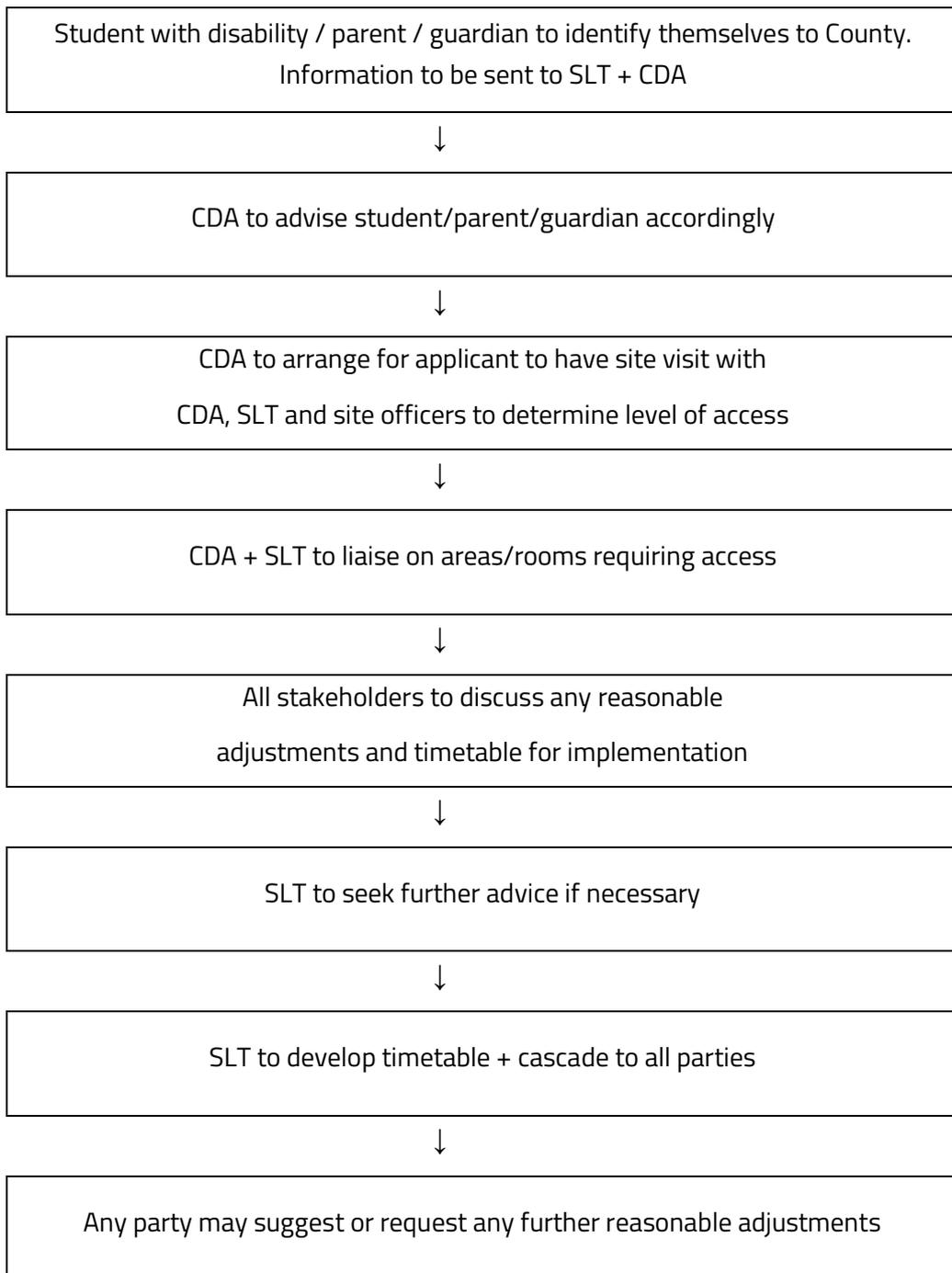
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the College, which remains the responsibility of the Proprietors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the College prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when college policies are reviewed. The terms of reference for the Proprietors will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the college website.
- 11) The college will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan is monitored by ISI during inspection processes in relation to Schedule 10 of the Equality Act 2010

Bursar

Date Reviewed: January 2021

Date of Next Review: January 2022

FLOW CHART for IMPROVING ACCESS



Key: CDA County Disability Adviser
SLT Member of Senior Leadership Team

Improving the Physical Access

Facilities already in place

1. Two disabled car parking spaces available close to the college entrance
2. Dropped kerbs on main route into college entrance.
3. Main entrance has wide doors for wheelchair access.
4. Whole College building accessible for wheelchair users.
5. Lift access to first floor.
6. Evac chairs in place
7. Disabled toilet.
8. Lowered desks and sinks in chemistry laboratories
9. Rails on all stairs

Target	Strategy	Responsibility	Time Frame	Achievement
The College is aware of the access needs of disabled students, staff, proprietors, parent/carers and visitors.	To create access plans for individual disabled students as part of the Provision Maps when required – when start College Be aware of staff, governors and parents' access needs and meet as appropriate. Through questions and discussions establish the	SENCO	As required	Provision map in place for all students and staff as needed. Staff aware of student's needs.
		Principal	On-going	All staff and governors are confident that their needs are met.
		Principal	Annually	Parents have full access to all college activities.

	access needs of parents/carers Consider access needs during recruitment process		As required	Access issues do not influence recruitment and retention issues.
Ensure all disabled students or students with needs can be safely evacuated	Put in place a Personal Emergency Evacuation Plan (PEEP) for all students with disabilities	SENCO/Bursar	As required	All disabled students or students with needs and staff working alongside are safe in the event of a fire.
To ensure that all classroom equipment and resources are accessible for all students.	SENCO/Class teachers to review when organising classes as children move year groups.	SENCO/Class Teachers	On-going	Classroom resources accessed by all students.
Easy access to lift facility	Ensure sufficient staff are trained in lift operation.	Bursar	On-going	Lift operated effectively.

Improving the Curriculum Access

Facilities already in place

1. Wheelchair friendly access to all curriculum areas
2. Lab designed for wheelchair access

Target	Strategy	Responsibility	Time Frame	Achievement
Ensure that reasonable adjustments are made so that all students access a curriculum appropriate for their needs	All Staff to consider the needs of students in their care, when completing medium- and short-term planning. Discussions with parents/carers of new students. Involvement of outside support agencies where required.	Principal Admissions Manager SENCO Class teachers	On-going	Reasonable adjustments made so that all students access an appropriate curriculum All parties involved, with common framework, in students' learning. Student actively involved in own learning.
Ensure students with disabilities have full access to ICT systems	Assess student needs in terms of access to relevant ICT systems.	SENCO Class teachers	On-going	Full and purposeful access to ICT for all students with disabilities
Ensure that work is differentiated and resourced appropriately for students with disabilities.	Initial meetings at the beginning of the academic year with SENCO, Class teacher to discuss child's attainment, specific needs and resources. SENCO to monitor planning, seeking advice from outside agencies as	SENCO Class Teacher	On-going	Students with disabilities accessing a relevant, appropriately resourced curriculum.

	appropriate. Provision Map reviewed each term			
Ensure that students with disabilities have access to appropriate extracurricular activities	Person responsible for organising activity to liaise with SENCO/parents so explore reasonable adaptations are in place.	Activity Leader Enrichment Coordinator SENCO	On-going	Students with disabilities given equal access to extra-curricular activities. Support in place, if necessary, for student participation.
Ensure that teaching and support staff have access to relevant training for specific children	Utilise existing experience/skills when organising classes. Assess training needs of staff working with specific children. Allocate funding for such training	Class Teachers SENCO	On-going	Increased confidence of staff working with students with disabilities.
Ensure that teaching and support staff are familiar with current legislation and documentation with regard to disability/accessibility.	Identify staff to attend relevant courses. New initiatives/documentation discussed at SLT meetings and shared with staff	Principal SENCO SLT	On-going	All staff familiar with relevant, current legislation and documentation.
To develop a range of learning environments and experiences in response to children's needs.	Continually assess indoor and outdoor learning environments. Consider individual students.	All staff SENCO		On-going students able to access a range of learning environments and experiences.

Improving the Delivery of Written Information

Target	Strategy	Responsibility	Time Frame	Achievement
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'simple' English. Admissions team to support and help parents to access information and complete college forms.	Principal Admissions Manager	On-going	All parents receive information in a form they can access.
Ensure that the college website is continually updated so that parents are able to access current policies and plans.	Links in place to all relevant policies and plans. Parents informed via newsletter.	SLT	On-going	Parents able to access policies and plans via the college website.
Ensure that parents are given advance warning as far as is reasonable, in an appropriate format, of all aspects of college relevant to their child.	Information provided via newsletters or via email Identified students with significant needs to be provided with information personally;	All staff	On-going	Parents given advance notice of all aspects, as far as is reasonable, of college life relevant to their child.

Ensure that all information sent to parents/carers they can understand.	Office to keep up-to-date records of specific needs. Seek advice from outside agencies if necessary.	Office Staff	On-going	Parents receive information in a form they can access.
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Access to Public Examinations

The College is committed to ensuring that appropriate representations are made to Awarding Bodies so that information about any student with SEND eligible for special consideration is provided in accordance with the requirements of the Joint Council for Qualifications.