

ACCESSIBILITY PLAN

Policy Lead	Deputy Head (Pastoral)
Reviewed By	Deputy Head (Pastoral)
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1. Introduction

- 1.1 North London Collegiate School (the School) is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory and emotional needs. The School is further committed to challenging attitudes about disability and accessibility, and to developing and promoting a culture of awareness, acceptance and inclusion.
- 1.2 The Accessibility Plan has been drawn up in consultation with the School's Personnel Committee and the Governing Body and covers the period from April 2021 to March 2024.
- 1.3 This plan must be read in conjunction with the following which are available on the School website:
 - Disability Policy (internal document)
 - Equal Opportunities Policy
 - Health and Safety Policy
 - School Prospectus
 - Special Educational Needs and Disabilities Policy
- 1.4 This plan applies to the whole school from Early Years Foundation Stage (EYFS) to Sixth Form.
- 1.5 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible format if required.

2. Aims and objectives

- 2.1 The School aims to comply with legal and moral responsibilities under the statutory and regulatory framework below in order to accommodate the needs of pupils, prospective pupils, staff and visitors who have disabilities for which, after reasonable adjustments, the School can cater adequately.
- 2.2 The School aims to ensure the culture and ethos of the School are such that, whatever the abilities and needs of pupils, prospective pupils, staff and visitors, everyone is equally valued and treats one another with respect.

- 2.3 The School's key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, and prospective pupils, with disabilities.
- 2.4 The School is committed to making reasonable adjustments to allow pupils with disabilities to access educational provision at the School.
- 2.5 The School plans, over time, to increase the accessibility of provision for pupils, prospective pupils, staff and visitors to the School in the following areas:
- improve the provision of information to pupils, staff, parents and visitors with disabilities
 - increase the extent to which pupils with disabilities can participate in the School curriculum
 - improve the physical environment of the School to increase access to education by pupils with disabilities

3. Statutory and regulatory framework

- 3.1 The Accessibility Plan has regard to the following:
- [Schedule 10 of the Equality Act 2010](#)
 - [Part 3 of the Children and Families Act 2014](#)
 - [Special Educational Needs and Disability Regulations 2014](#)

4. Scope and responsibilities

- 4.1 The Deputy Head (Pastoral) and Head of Junior School are responsible for conducting the mid-way review working in conjunction with the appointed members of staff as set out in the action plans (see appendices) and revising these as necessary.
- 4.2 The Deputy Head (Pastoral) and Head of Junior School will consult with the School's Pastoral, Safeguarding and Compliance Committee and the Governing Body after the mid-way and three-year reviews.
- 4.3 The Deputy Head (Pastoral) and Head of Junior School will conduct a full review of the action plans every three years, when a new Accessibility plan will be produced to cover the next three years.
- 4.4 The Junior School PSHE subject lead and Head of PSHE in the Senior School will embed inclusion into the ethos of the School via PSHE lessons.
- 4.5 The Finance department will review the financial implications of the Accessibility plan as part of the budget review process.

4.6 The HR department is responsible for organising disability discrimination awareness training, so all staff have the confidence and the know how to appropriately communicate with and best support pupils, prospective pupils, colleagues and visitors with disabilities.

5. Disability

5.1 A person has a disability if they have a physical or mental impairment which has a "*substantial and long-term negative effect*" on their ability to carry out normal day-to-day activity (Equality Act 2010).

5.2 By way of further explanation:

- physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;
- a mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;
- “substantial” means more than minor or trivial;
- "long-term" means a period of 12 months or longer.

5.3 Other disabilities which may amount to disability include:

- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- a history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

5.4 Disability does not include:

- hay fever sufferers
- a person with anti-social tendencies such as paedophilia
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

6. Reasonable adjustments for pupils

6.1 The Equality Act 2010 states there is a duty to make reasonable adjustments if you are placed at a substantial disadvantage because of your disability compared with non-disabled people or people who do not share your disability. Substantial means more than minor or trivial. Schools have a duty to make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage compared to non-disabled pupils.

6.2 When providing educational services to a pupil, the School will fulfil its legal requirements to make "reasonable adjustments" in order to cater for a pupil's disability. Reasonable adjustments are changes made to ensure pupils with disabilities can participate in their education and enjoy the other facilities that the School provides.

6.3 The School will inform the pupil and parents of the reasonable adjustments that the School is legally required to make for that pupil, which may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a pupil with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities

6.4 The School is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.

6.5 The Equality Act 2010 requires all schools to provide auxiliary aids and services for pupils with disabilities as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

7. Welcoming and preparing for prospective pupils with disabilities

7.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil with disabilities to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

7.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of

providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010, when such services may be provided as auxiliary aids and services.

- 7.3 In order to meet the needs of pupils with disabilities, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.
- 7.4 In assessing the prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

8. Monitoring and review

- 8.1 The Headmistress and Senior Team will monitor and evaluate the effectiveness of the Accessibility plan every three years (or more frequently if changes to legislation, regulation or statutory guidance so require).
- 8.3 The Accessibility plan will be monitored through the Pastoral, Safeguarding and Compliance Committee of the Governing Body. There will be a full review of the plan in March 2024, when a new plan will be produced to cover the next three years.
- 8.4 The date of the mid-way review is shown on the front page.

Appendix A: Improving the provision of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term SEND advisors'	Ensure availability of written material in alternative formats	Research sources of alternative formats including costing	If needed, the School could provide written information in alternative formats	Ongoing	Delivery of information to pupils with disabilities is improved
Medium term Director of Admissions, Marketing and Communications	Make available School brochures, newsletters, and other information for parents in alternative formats when specifically requested	Review all current School publications and promote the availability in different formats when specifically requested	All School information available in a wide variety of formats for all who request it	August 2021 and ongoing	Delivery of School information to parents and other members of the school community improved
Long term Director of IT	Investigate developing technologies in education to ensure that potential for use with disabled pupils/wider School community is explored	Research new products and services including costing. Arrange training for staff/pupils when necessary	Enhancement to information delivered to pupils, parents and other members of the school community	To be part of the ongoing delivery of School information to parents and other members of the school community	Delivery of School information to parents and other members of the school community improved

Appendix B: Increasing the extent to which pupils with disabilities can participate in the School curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term Assistant Head (Enrichment)	No pupil to be excluded from taking part in Tuesday or Wednesday afternoon activities due to a disability	Pupils given a choice of activities from which to partake – they make their own choices about what to be involved in	All pupils can choose activities they wish to take part in, developing confidence along the way All pupils offered support and guidance about their options	Termly review of activities	All pupils have been accommodated in their options
	No pupil to be excluded from taking part in compulsory educational visits or trips due to a disability	Pupils with specific needs to be identified by Section Heads and Assistant Head (Enrichment) and guidance offered to those pupils, where appropriate, to ensure they can fully access the opportunities offered (from trips to activities) School trips process to clearly incorporate a section about ensuring pupils with disabilities are considered from the planning phase until successful return of the trip	School trips and activities are fully inclusive Staff have the needs of all pupils at the forefront of their minds from planning to delivery External events at locations outside of the School, are checked for accessibility both into the venue and within it	Pre and post review after every trip Annual review of trips ready for the start of every academic year	Trips process includes section on pupils' additional needs

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Pupils to be offered a range of extra-curricular activities which include opportunities to learn about the needs of, and engage with, people with disabilities	Senior School engages a teacher of sign-language	Pupils develop additional skills to aid their understanding of and engagement with others who have a disability	Ongoing reviews on a case-by-case basis	BSL and volunteering (at local special schools and care home) opportunities continue to be offered
Short term Head of PSHE	Pupils made aware of the importance of wellbeing and encouraged to look after themselves	Whole School Wellbeing events PSHE Schemes of Work for whole school: Updated annually to include development of more caring attitudes, understanding of discrimination and the law, and the role of disabled role models Achieved through a range of activities including use of discussion, TED talks and news articles	Pupils can use a range of strategies to manage their emotional health and wellbeing	Sept 2021	Pupils can confidently utilise strategies to look after their emotional health and wellbeing

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Medium term Assistant Head (Teaching & Learning)	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils, as they are already catered for	Start of every academic year and ongoing reviews	Increase in access to the curriculum
Long Term SEND advisors	Make all teaching staff aware of the needs of pupils with disabilities	The SEND advisors for Senior and Junior School to update staff on the needs of pupils with disabilities at the beginning of, and throughout, each academic year	Staff are confident that they understand the needs of pupils with disabilities and can respond appropriately	Start of every academic year and ongoing reviews	Increase in access to the curriculum

Appendix C: Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term Estates Director and Estates Manager	Enable pupils and visitors with disabilities to access all areas of the School, where practical	Obtain consents to modifications Lift panels to incorporate braille Keep access to all School buildings under review Conduct internal survey to advise on further modifications where possible	All areas of the School to be accessible to those with disabilities	Ongoing Summer Term 2021	Improved access to School buildings e.g., ramped access to art school and medical centre, applied nosing to stairs at Old House, handrail fitted to wall side of stairs in art school to accommodate pupils needs.
Short term Estates Director and Estates Manager	Enable pupils, visitors and/or staff with disabilities to be safely evacuated during an emergency	Identify relevant staff and source training courses Review staff training for i) Fire Evacuation and ii) Use of evacuation chair	Personal Emergency Evacuation Plans (PEEPs) in place - Relevant staff can recognise the needs of pupils, visitors and/or staff with disabilities and provide appropriate assistance during evacuation process	Refresher training required every three years however, relevant staff will attend training on a rota basis to ensure the School keeps up to date with any changes	Fire evacuation training completed termly. General fire safety training (iHASCO) completed biennially Evacuation chair training course completed in February 2021

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Long term Estates Director and Estates Manager	To improve access to designated areas over successive financial years	Prioritise within the Master Plan. Entrances and exits for fitting of ramps and handrails	Over time, make whole School site completely accessible	Feb 2026 & ongoing	Improve access for pupils, visitors and/or staff with disabilities e.g., planning to increase number of disabled parking bays etc.
Long term Estates Director and Estates Manager	Provide full access to all areas of new school buildings	Prioritise within the Master Plan. Ensure plans are compliant with current building regulations and best practice	New buildings are fully accessible and will be compliant with the Equality Act 2010	Feb 2024 & ongoing for new building projects	Improved facilities for pupils, visitors and/or staff with disabilities e.g., New Teaching Block and Indoor Teaching Space