

# ACCESSIBILITY PLAN 2020-2021

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*Developed:  
September 2018*

Revised:

Review Date:

June 2021



# DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN

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## **1A: The purpose and direction of the academy's plan: vision and values**

### **Vision and values**

#### **(1) As a College**

Newfriars College's statement of vision and values sets purpose and direction for the plan and provides a framework for evaluation.

Newfriars College provides quality education for learners aged 16-25 years of age with highly individual personal learning requirements. The local community is as an integral part of curriculum planning for all learners. Newfriars College's is part of the The Shaw Education Trust, and we work closely with all feeder schools, local FE colleges, other secondary schools and local employers.

#### **(2) As a place of employment**

As a place of employment, Newfriars College's will strive to meet the needs of all employees and to support their full inclusion into the workplace. Where necessary, reasonable adjustments will be made when accessibility needs are identified through audit. Newfriars College's also provides tailored work related learning experience for many of its learners.

#### **(3) As a community resource**

As a College we strive to provide a community resource that is completely accessible to all our stakeholders.

#### **(4) Purpose**

The purpose of the Newfriars College's disability equality scheme and accessibility plan will be to assess and evaluate present provision. The resultant information gained through audit will facilitate the removal of all barriers.

#### **(5) Wider community**

Newfriars College's works hard to ensure that our learners can, with the support of the academy, access the wider community for work experience placements, vocational learning opportunities, visits etc.

## 1B: Information from learner data and academy audit

### (1) Key starting points for the Newfriars College's plan has been the assessment of:

- The nature of the college's community:
- An audit of learners, staff, parents/carers, College Council and other relevant stakeholders as appropriate.

The Equality Act 2010 makes discrimination against disabled individuals unlawful in respect of their access to education.

The Act makes it unlawful for the College Council to discriminate against a learner with a disability. Discrimination can take place in two ways; treating a learner **less favourably** for a reason relating to its disability and/or failing to **make reasonable adjustments** to ensure disabled learners are not placed at a substantial disadvantage.

The Act applies to all activities/facilities provided for learners and is anticipatory. It covers education and associated services such as

- Preparation for entry into the academy
- The curriculum and teaching and learning
- Classroom organization and timetabling
- Groupings of learners
- Homework and access to academy facilities
- Enrichment activities to supplement the curriculum, including residential activities
- College policies
- Breaks and lunchtimes and interactions with peers
- Assessment and exam arrangements
- College discipline and sanctions and exclusion procedures
- College arrangements for working with other agencies
- Preparation of learners for transition to the next phase of education.

This list is not definitive. College Councillors are expected to meet all challenges as they arrive. Staff at Newfriars College are highly experienced and motivated to provide quality education for all our learners. Continuing Professional Development plays a role in ensuring that all staff gain ongoing knowledge and expertise relating to disability issues and their duty to provide reasonable adjustments.

The physical environment of the academy enables those with a physical disability to access all areas of the main site. Further developments will be highlighted in the Accessibility Action Plan.

Newfriars College's curriculum is developed to enable those with a disability to access all areas. Further developments will be highlighted in the accessibility action plan. All Newfriars College's policies, practices and procedures relating to anti-bullying and harassment,

enrichment activities, timetabling, intimate procedures and administration are developed, written and evaluated with regard to the special needs of the learners and other stakeholders.

Information about Newfriars College is provided in a written format via academy brochure, newsletters and learner reports. Information is also available from the Newfriars College's website. The need to provide alternative formats has now been addressed.

Newfriars College Improvement Plan is a working document in which we strive to meet the needs of our present and future stakeholders. Relevant sections will be included in the accessibility action plan.

### **1C: Views of those consulted during the development of the plan**

The Newfriars College's Disability Equality and Accessibility Plan has been informed by the involvement of and consultation with

- Learners including Learner Council
- Parents/carers
- Staff
- Governors
- External partners including SaLT, Local authority, physiotherapist, Occupational Therapist, College Nurse and Careers Service.

## **2. Developing the DES/AP**

### **2A: Increasing the extent to which The Newfriars College learners can participate in the college curriculum.**

The working party looked to evaluate:

- The impact the delivered curriculum has upon learners with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made
- The appropriate deployment of adult and peer support
- How the curriculum supports awareness of and positive attitudes towards disability.
- Effective access to specialist advice and support.

The working party used this information to develop the original three year rolling programme which has been updated regularly.

### **2B: Improving the physical environment of The Newfriars College.**

Attention was paid to:

- Safety of all entrances
- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings. Improvements to toilets, washing and changing facilities
- Changes to the layout of the playground and other common areas
- The provision of particular furniture and equipment to improve access.

## 2C: Improving the delivery to disabled stakeholders of information that is provided in writing.

Attention was paid to:

- handouts, timetables, worksheets, notices, academy websites, letters, prospectus, information about academy events etc., through the use of Braille, large print, in simplified language, audio-tape, CD and DVD access, sign language, symbol system, read aloud software etc.

Identifying the appropriate format must take account of:

- The impairments: increasing access to information may be improved for particular groups of learners by particular approaches.
- Preferences expressed by learners or their parents/carers.

The working party used this information to develop the original three year rolling programme which has been regularly updated.

## 3. Making it happen

### 3A: Management, coordination and implementation.

- The Newfriars CollegeDES/AP will be reviewed and revised annually by the working party who will meet with representatives of the stakeholders.
- Findings of the review will be presented to the Head of College and College Council of Newfriars College who will plan for any further reasonable adjustments.

### 3B: Publishing the College's plan.

Newfriars College's updated Disability Equality Scheme and Accessibility Plan will be available to all stakeholders through the College's website. Printed copies will be available to stakeholders when requested.

**DATE: 18<sup>th</sup> June 2019**

### TO BE RATIFIED BY NEWFRIARS COLLEGE COUNCIL

Name of Policy	Disability Equality Scheme and Accessibility Plan	
Approved	June 18 <sup>th</sup> 2020	
Review Date	July 2021	Review Cycle: every 2 years
Reviewed By:	Claire Deakin	18 <sup>th</sup> June 2020
Signed by Head of College	<i>R Millington</i>	Rob Millington
Signed by Chair of College Council	<i>K Wintle</i>	Kevin Wintle 18 <sup>th</sup> June 2020