



Accessibility Statement and Plan 2025-26

1. Introduction and Purpose

At Queen Elizabeth Sixth Form College, we are fully committed to providing a fully inclusive and accessible environment for all students, staff, governors, parents/carers and visitors, and to treating everyone fairly and with respect. We recognise that every student is an individual who may have a variety of educational and personal needs. We aim to support every student to achieve their potential by identifying need, providing appropriate support and removing barriers to engagement and learning if necessary.

This accessibility plan outlines how we will meet the needs of students, staff and visitors with disabilities within our College. The plan aims to continue to take appropriate action to ensure that:

- students who have disabilities and/or additional needs have access to the equipment and support they need in order to access learning.
- all students can access and participate fully in the College's curriculum and that reasonable adjustments are put in place when they are required.
- the physical environment of the College enables students and visitors with a disability to take advantage of the facilities and services provided or offered by the College.
- information is delivered in an accessible way to students and other stakeholders with a disability.
- all parents/carers and visitors are able to access the College and support the students' learning.
- relevant staff are trained and equipped to meet the needs of all students including those with disabilities and additional needs.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the students' and others' disabilities and preferences expressed by them or their parents/carers. These areas are addressed in the College's self-assessment reports and action plans.

This plan is to be updated annually, and made available to the institution's stakeholders. The accessibility plan is aimed specifically at students with physical or sensory impairment. This plan is in place to identify barriers which may prevent access to the curriculum for potential and current students with disabilities and the actions that the College is taking to address these issues.

The plan has been drawn up and will be overseen by the Head of Additional Learning Support and the Estate Manager.

The accessibility plan will be published on the College's website, and disseminated to key stakeholders including curriculum staff and staff supporting students.

Date of Publication: January 2026

Date for review: January 2027

2. Legislation and guidance

This accessibility plan complies with the statutory guidance as set out in the SEND Code of Practice 2014 and the Equality Act 2010. The Equality Act 2010 states, "A disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities." One of the four broad areas of special educational need is sensory and/or physical difficulties which includes hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The 2010 Equality Act sets out duties in regards to the protected characteristics which include

- Age
- Disability
- Gender reassignment

- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The SEND Code of Practice 2014 states that, under the Equality Act 2010, as a college we:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- must not discriminate for a reason arising in consequence of a child or young person's disability.
- must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- must make reasonable adjustments to procedures, criteria and practices to ensure children and young people are not at a substantial disadvantage compared to their peers.
- must publish accessibility plans setting out how they plan to increase access for disabled pupils in the curriculum, the physical environment and information.

3. Review and Evaluation

In order to ensure that the plan is delivered, we will:

- conduct regular monitoring in line with College protocols and practices. This will include quality assurance reviews, external inspections, lesson observations, student voice surveys, surveys of parents/carers and culture checks.
- report on this monitoring to the link Governor for SEND.
- report annually to the governing body.
- use the results of this monitoring to review and inform practice.
- review this plan at least annually and when contextual information changes to take into account statutory requirements, the changing needs of the College and its students, and where the College has undergone or plans to undergo refurbishment.

If there are any concerns relating to accessibility in the College, these can be raised and addressed in accordance with the Complaints Policy.

4. Associated documents and policies:

- Equality Act 2010
- SEND Code of Practice 0-25 2014
- Queen Elizabeth Sixth Form College SEND Information Report
- Queen Elizabeth Sixth Form College Safeguarding policy
- Queen Elizabeth Sixth Form College Equality, Diversity and Inclusion Statement, Policy and Objectives

5. Accessibility Plan 2025-26

Physical Access					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
College is aware of the access needs of students, staff, governors, parents and visitors with physical or sensory impairment.	Information on prospective students taken from school transition meetings, EHCP Reviews and interviews throughout the application process	Before the entry of every new student	Head of Additional Learning Support	Risk Assessments completed College systems updated with information on student need and reasonable adjustments made	Accessibility Planning meeting held August 2025 to review transition information and to plan and implement accessibility requirements. All now in place.
	Personal Emergency Evacuation Plans to be implemented for individuals who have disabilities and that staff are aware of what is included on the document.	As needed	Head of Additional Learning Support	Personal Emergency Evacuation Plans are in place and understood for relevant staff/ students.	As above - currently only 1 PEEP required, is in place and shared with staff.

	<p>Identification of the access needs of parent/carers through transition meetings, EHCP Reviews and interviews throughout the application process</p>	<p>Throughout the transition process, and throughout the year as required</p>	<p>Head of Additional Learning Support Guidance Directors/ Academic Coaches</p>	<p>College is aware of the access needs of anybody who needs to enter the college building and they are able to do so effectively and safely.</p>	<p>Accessibility Planning meeting held August 2025 to review parent/ carer needs for accessibility requirements. Currently no new requirements.</p>
	<p>Identification of staff access needs during recruitment, induction, PDRs and back to work interviews.</p>	<p>During recruitment and then as required</p>	<p>Head of Human Resources</p>	<p>The needs of all staff are met and any reasonable adjustments needed are made.</p>	<p>All applications are checked prior to an invite for an interview being sent out. Any adjustments identified at any other point during employment e.g. through a return to work interview, are discussed with HR and actions implemented. Reviews of any arrangements are also carried out as required.</p>

Students, staff and visitors to college with physical or sensory impairment are able to access the building safely.	<p>All entrances and exit points are all clearly identifiable and are accessible</p> <p>Appropriate adjustments and alternative provision are put in place when required e.g. proposed automated gate and path adjacent to student turnstiles at the entrance of the building</p>	Checked daily	Head of Estates	All members of the college community and visitors are able to locate entrances and are able to exit and enter the building safely.	Appropriate adjustments and alternative provision have been put in place to enable students, staff and visitors with physical or sensory impairments to access the building safely. For example with the introduction of student turnstiles at the entrance of the building, an automated gate has also been installed and a safe pedestrian zone has been created. Alternative provision is always put in place when there are new developments to the estate, and accessibility around the campus is reviewed on an ongoing basis.
	Ensuring that corridors are accessible throughout college	Corridors checked daily	All staff	All members of the college community and visitors are able to move around college safely	All of the above are evidenced by regular Estates, SLT, SENCO and Learning Support Team checks all of which conclude that

					our students with a disability are able to move around the college safely and unhindered.
	Ensure that students, parents/carers and visitors in wheelchairs are able to access Classrooms and meeting rooms safely	Classroom layouts adapted where needed to allow access for wheelchairs, or those with physical difficulties	Classroom teachers	Students, parents/carers and visitors with physical or sensory impairment are able to access classrooms safely.	All of the above are evidenced by regular Estates/ SLT, SENCO and Learning Support Team checks all of which conclude that parents/ carers/ visitors with a disability are able to move around the college safely and unhindered.

Students with physical or sensory impairment have access to the relevant modified equipment and are effectively	Staff are to be aware of EHCP/ Health Care Plan recommendations, and equipment we have in college for use with students who have physical disabilities.	As required	Head of Additional Learning Support All staff	Identified students to have access to reasonable adjustments and support in order to facilitate it.	Embedded processes mean that all student additional needs are shared with staff via Voyager, Learning Passports and access to EHCP documents.
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supported to use this.	SENCO/ Learning Support Team liaise with with relevant staff to ensure appropriate instruction/ training	As required	Head of Additional Learning Support	Equipment and resources for individuals are used appropriately.	Bespoke CPD delivered to relevant staff. Recent examples include VEDS/ DME training.
Students with physical or sensory impairment have access to reasonable adjustments to meet their individual needs.	<p>Students with physical or sensory impairment to be allocated a Key Support worker from Learning Support who specialises in support for students with physical or sensory impairment</p> <p>Ensure that students with physical or sensory impairment have a Learning Passport in place which outlines their difficulties.</p> <p>Ensure that students with physical or sensory impairment have appropriate Exam Access Arrangements in place.</p>	As required	Head of Additional Learning Support	Reasonable Adjustments are in place and relevant students are happy and make good progress.	<p>Embedded processes mean that all students with a physical or sensory disability have a key worker.</p> <p>Embedded processes mean that all students with a physical or sensory disability have a Learning Passport.</p> <p>Embedded processes mean that all students with a physical or sensory disability have appropriate Exam Access Arrangements in place. SEND attainment is strong.</p>

	<p>Ensure that students with physical or sensory impairment have access to specialist equipment where needed.</p>				<p>Specialist equipment is in place where needed. All of the above are evidenced by regular: Learning Walks Culture Checks Student Voice All of which conclude that our students with a disability are happy and feel supported.</p>
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Access to the curriculum					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
All students with physical or sensory impairment have appropriate seating and work spaces which are comfortable and are conducive to learning.	Ensuring that all tables, work areas and chairs are at a suitable height for all students.	Annually	Head of Additional Learning Teachers	All students have access to the correct height furniture within the classroom.	In place, evidenced by regular: Learning Walks Culture Checks Student Voice All of which conclude that our students with a disability are happy and feel supported.
	Any relevant specialist equipment or reasonable adjustment is in place.	As required	Head of Additional Learning Teachers	Students with specific equipment needs have inclusive access to their lessons.	In place, evidenced by regular: Learning Walks Culture Checks Student Voice All of which conclude that our students with a disability are happy and feel supported.
All staff in college to be aware of the specific needs of students within their classroom and ensure that training is provided where it is needed.	Ensure that students with physical or sensory impairment have a Learning Passport in place which outlines their difficulties.	Throughout transition, Application and ongoing throughout the year	Head of Additional Learning Support	Staff are aware of students who have physical or sensory impairment and are trained in order to provide effective	Embedded processes mean that all students with a physical or sensory disability have a Learning Passport in place.

	<p>All EHCPs, specialist reports and/ or Medical Care Plans are shared with relevant staff.</p> <p>Medical information of all students kept up to date and shared with relevant staff.</p> <p>Relevant training in relation to specialist equipment and/ or specific medical conditions and treatment is provided to all relevant staff.</p>			support	<p>Embedded processes mean that all student additional needs including medical needs are shared with staff via Voyager, Learning Passports, Medical Care Plans and access to EHCP documents.</p> <p>Bespoke CPD delivered to relevant staff. Recent examples include VEDS/ DME and Epipen administration training.</p>
	<p>Ensure there is first aid cover at all times and for staff to have been trained for specific conditions</p>	On going	Office Manager	<p>First Aid staff to have an awareness of complex needs and how to respond.</p>	<p>Regular First aid training undertaken by members of staff in all departments with an increase in first aiders now trained throughout college. Medical cards have been produced for students with complex medical needs as a quick reference for first aiders in attendance.</p>

					<p>These cards should be kept in lanyards along with student ID.</p> <p>Specialised First aid training undertaken by staff such as AED and epi pen training.</p>
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Information and communication					
Target	Strategies	Timescale	Responsibility	Success Criteria	Evaluation
Ensure that information on the college website for parents/carers/visitors and potential students and parents/carers to be accessible	Ensure that all relevant information including policies and procedures are on the college website and are easily accessible.	Ongoing	Vice Principal - Curriculum	For everybody to be able to access the information including college policies and procedures	Working with the Student Recruitment manager - regular checks and audits of the website to ensure that the latest versions of policies and procedures are available and in an accessible format. Paper copies available at request.
	Paper copies to be readily available if these are requested of all documents that appear on the college website.	Ongoing	Vice Principal - Curriculum		

<p>To ensure that communications sent from college are accessible</p>	<p>Ensure that all college communications are in an accessible format, and able to meet the needs of the intended reader.</p>	<p>Ongoing</p>	<p>Vice Principal - Student Support</p>	<p>All members of the college community to have communications accessible to them</p>	<p>Key college communication is sent electronically which allows for adaptation using Assistive Technology e.g. computer reader, translation etc. Other messages are usually communicated verbally, for example via the student's Academic Coach which, by definition ensures that it is personalised according to need.</p>
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