

POLICY FOR DEVELOPING AND REVIEWING OUR
ACCESSIBILITY PLAN

College name: National Horseracing College

3-year period covered by the policy: September 2025 to August 2028

Policy agreed (name): _____ Date: _____

Policy to be reviewed (Insert proposed review date): May 2028

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our college and benefit from the educational experiences and services we provide.

We aim to ensure that our college is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as 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’*

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person’s disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools and colleges are allowed to treat disabled learners more favourably than non-disabled learners, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the college’s offer to the same extent that a person without that disability can i.e. to put them on a more level footing with learners without disabilities
- Public bodies, including further education institutions, local authorities, maintained colleges, maintained nursery colleges, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School and college governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (Board of Trustees) must prepare / approve —

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled learners can participate in the college's curriculum;
- improving the physical environment of the college for the purpose of increasing the extent to which disabled learners are able to take advantage of education and associated services provided or offered by the college; and
- improving the delivery to disabled learners—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for learners who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools and colleges have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head instructor.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at college with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES "*Accessible Colleges: Planning to increase access to colleges for disabled pupils*"

Health Standards (England) Regulations 2003

The College's Context

We are a further education college for learners from 14 years to adults of any age. The college comprises of 10 buildings covering a large site, mostly of one or two storey construction. We also have outdoor areas such as the gallops and outdoor school where instruction takes place.

In the year 2024/25 we had 76 / 201 learners who started with us and identified as having a disability under the given definition.

The College's Aims

OUR VISION STATEMENT

“Support Horse Racing as its sustainable, resilient responsive centre of training excellence in the north”.

OUR MISSION STATEMENT

“Deliver trained staff into horse racing”.

CORE VALUES

As members of the National Horseracing College, we recognise certain core values that we agree should permeate all that we do. The College has a clear set of principles which are understood and adhered to by staff and learners.

We will:

Put the learner first

We believe in encouraging our learners to achieve their full potential and thus realise their dreams. We provide flexible training in a friendly, supportive and caring environment, which builds self-belief, confidence and develops trust. We believe that all our learners should achieve, enjoy and benefit from their experience at the National Horseracing College and their success leads to the success of the college. We believe our learners have the right to be safe from harm, fear and exploitation.

Deliver outstanding quality and innovation for the horseracing industry

We believe in improving the quality and flexibility of learning and the learner / customer experience. We believe we should lead by example, embracing change and striving for excellence. We are committed to delivering a high level of professionalism.

Celebrate and respect diversity

We believe in promoting positive attitudes to diversity whilst respecting and valuing the rights and beliefs of each other, regardless of race, age, gender, disability, sexual orientation, religion, belief or position within the college. We actively promote the following British Values to learners: tolerance, respect, liberty, democracy and the rule of the law. We believe we should be honest, open, fair and equitable. We promote inclusiveness, fairness and focus on individual needs. We promote a culture of accountability from approachable and non-judgemental staff.

Empower staff to maximise their potential

We have dedicated; ambitious, enthusiastic staff and we believe that everyone who works in the college contributes to the goals of the college. We will support their development and value and celebrate their achievements and successes.

Provide an outstanding and responsive service to stakeholders, community and the environment

We believe that the college should be the provider of choice for the stakeholders and communities we serve whilst actively promoting sustainability for the future. We foster a sense of pride in individual and collective achievement of both staff and learners.

We believe that learning should be challenging and enjoyable and that time spent at college should be a rewarding experience. Therefore, we are committed to a programme of enrichment for learners that involves a variety of events and opportunities.

Health & Safety Guidelines

For any workplace, the cornerstone of a practical safety management system is a clear Health and Safety Policy. At the National Horseracing College, we recognise that working with thoroughbred horses is a potentially dangerous occupation.

We have, therefore, in association with the Health and Safety Executive and other organisations, developed comprehensive guidelines to minimise the risks and hazards existing in all our working and training situations.

These guidelines have been produced to help the Racing and Breeding Industries fulfil the requirements of the Health and Safety at Work Act (HSWA) 1974, the Management of Health and Safety at Work Regulations (MHSWR) 1999 and other associated legislation.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our college were identified by a planning group who consisted of:

- **Representative of the Board of Trustees**
- **Operations Director**
- **Programme Manager**
- **SENCO**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long-term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with college staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan on the website.
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- Continually review the environment of the college, the way we plan, prepare and deliver curriculum and the information we provide for learners so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all learners feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for learners with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the College's Accessibility Plan

The plan will be available on the college website.

Other College Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the college's SEND Information Report.
- Behaviour Management
- College Development Plan
- College Brochure and Mission Statement
- The College's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: 31/07/2025

Lead member of staff: Daniel Pugsley (FS Lead / SENCO)

Section 1 The college can deliver the curriculum to all learners. Give details of items developed, current practise and *things to be developed*.

Statement	Fully	Partly	Not	Plan Prompt
Instructors and assistants have trained to teach and support disabled learners. Staff are confident about meeting the needs of learners with a disability.		P		18/24 teaching staff hold at least a L3 teaching qualification. 5/24 hold a L7 teaching qualification. 2/24 hold QTS/QTLS. <i>By the end of this action plan, we aim to have all teaching staff hold at least a level 3 qualification.</i> We conduct an annual SEN survey. Results showed staff are confident in supporting disabled learners.
All college staff and the trustees have had access to training on disability equality and inclusion.		P		During induction, staff complete EDI training with the SENCO. Regular training is provided through bi-monthly Hot Topics. This includes EDI training. <i>By the end of this action plan, EDI training will have been offered to the entire board of trustees.</i>
We take advice to ensure our classrooms are optimally organised and resourced for disabled learners.		P		The SENCO is involved in discussions about updating learning spaces. <i>By the end of this action plan, we aim to have a wider variety of learning spaces and to update and refresh all learning spaces with disabled learners in mind.</i>
Positive images of people with different abilities are apparent in the classrooms and the college generally.		P		There are displays in learning spaces such as the library celebrating people with disability. Marketing materials include visibility for people with disability.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum.		P		Monthly curriculum development meetings are led by the SENCO. Updates to programme materials are enacted by staff with level 7 teaching qualifications. Graded observations take place annually. In 2024-25, for the sub-grade lesson planning, 91% were graded as 1 (excellent) or 2 (good), and 9% as 3 (requiring improvement). <i>By the end of this action plan, we aim to have 100% of observations graded 1 or 2 in this category.</i>
Lessons are responsive to diversity. Lessons allow		P		In annual graded observations in 2024-25, for the sub-category learning strategies, 86% were graded

learners to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.			<p>1 (excellent) or 2 (good), and 14% were graded 3 (requires improvement).</p> <p><i>By the end of this action plan, we aim to have 100% of observations graded 1 or 2 in this category.</i></p>
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	P		<p>4 LSAs have been employed for the 2025/26 school year. 3 are funded through EHCPs to work 1-1 with specific learners. The other is deployed across college to support groups most in need, including those with a higher proportion of disability.</p> <p>The college intentionally runs courses with smaller class sizes. In 2024-25 the largest class across all courses contained 16 learners.</p>
Staff recognise and allow for the mental effort/additional time required by some disabled learners, e.g. additional processing time for learners with Social Communication Difficulties.	P		<p>Support plans are produced and made available to all teaching staff at the start of each course by the SENCO.</p> <p>In both ungraded peer observations and graded teaching observations, comment is made on how effectively support plans are being implemented.</p> <p>Regular training is provided through bi-monthly Hot Topics. This includes training on disabilities such as ADHD and ASD which might affect processing speed.</p>
When renewing computer hardware and software, machines and materials are chosen to support learners with a disability, e.g. vocalising braille, touch screen, assistive technology.	P		<p>ColourVeil is installed on all college computers and laptops.</p> <p>As we work with horses, for health and safety reasons, learners with a severe visual or auditory impairment are not accepted on the course. This means standard IT equipment is usually suitable for all learners.</p>
Provision of laptops or e-devices are considered to aid recording and / or communication.		P	<p>Personal laptops are allowed in lectures and sessions.</p> <p>Laptops are provided where possible to learners who have an identified need on their support plan.</p> <p>Functional Skills exams are offered online or on paper.</p> <p>In Functional Skills and GCSE English lessons that require significant writing, there is an always option to use a computer or laptop.</p> <p><i>By the end of this plan, we aim to improve availability of laptops so that one is always available if a learner has a need to use it.</i></p>
College visits are subject to a regular review to ensure increased levels of access or	P		<p>All learners are offered the opportunity to go on all college visits during their course. There have been no cases of a disability being a barrier to access,</p>

alternative experience.				<p>whether preventable or not, during 2024-25.</p> <p><i>By the end of this action plan, if any incident has arisen where a learner was not able to fully access a trip, then a review into whether this lack of access was preventable will have taken place.</i></p>
The college links with other colleges to share good practice.	P			<p>The college has strong links with other specialist FE colleges such as the British Racing School.</p> <p>The SENCO attends regular SENCO and DT network meetings. Other staff also attend network events and training in their areas on a regular basis.</p> <p>Staff attend conferences where they can share best practice.</p>
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	P			<p>Monthly curriculum development meetings are led by the SENCO.</p> <p>Updates to programme materials are enacted by staff with level 7 teaching qualifications.</p>
Access Arrangements are used when appropriate to support learners with accessing assessments.	P			<p>The SENCO has a CPT3A qualification and carries out access arrangement assessments whenever needed.</p> <p>Learners are asked at interview and early on the course if they had access arrangements in school.</p> <p>Access arrangements are identified on support plans.</p>
The college signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.			P	<p><i>By the end of this action plan, on the college website, a separate SEND information area will be created. This will contain SEND-related policies, the SENCO's direct contact information, and signpost further support including the Doncaster SEN offer.</i></p>
A trustee takes particular interest in, and responsibility for promoting disability awareness and inclusion.			P	<p><i>By the end of this action plan, we will have identified a trustee who will work directly with the Operations Director and SENCO to oversee efforts to promote disability awareness and inclusion.</i></p> <p><i>All trustees will be periodically presented with an overview of SEN and how the NHC is meeting those needs for learners in trustee meetings.</i></p>

Section 2: The college is designed to meet the needs of all learners.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all learners.	P			As we work with horses, for health and safety reasons, we are unable to accept applications from potential learners who have physical disabilities which seriously impact mobility or sensory perception. This means, for example, we would be unable to accept a wheelchair user or a learner

			<p>unable to move freely.</p> <p>We have had learners with Irlen syndrome and hearing impediments, but they were able to function normally with the help of aids.</p> <p>For visitors, we have lifts in both main buildings for wheelchair access.</p>
In considering the college budget there is a clear plan to improve access and resources for those with a disability.		P	There are planned developments to learning spaces which include varied seating and laptop banks, and improve availability of aids such as fidget toys, finger grips and overlays.
There is a plan which shows priorities for major and minor works, costed and included in the College Improvement Plan.		P	A planning document is updated regularly at Management Team meetings detailing college plans to upgrade or repair facilities. This currently includes improvements to the gym, the horse walker, the lunge pen, the car park and the arena. When these are discussed, the Operations Director ensures due consideration is given to the mobility and other needs of learners and visitors.
The college has procedures to ensure the rigorous maintenance of specialist equipment and facilities, including the kitchen.		P	The college adheres to rigorous safety standards, including those set by the BHA. This includes maintenance of facilities and equipment. Examples include annual PAT testing, regular health and safety audits, frequent fire safety audits, and regular lift maintenance.
Emergency and evacuation systems set up to inform all pupils including learners with SEND, including alarms with both visual and auditory components.		P	<p>Fire alarm testing and fire evacuation drills are conducted regularly.</p> <p>While there are no totally deaf learners due to health and safety, plans are put in place to alert those with hearing impairments in the event of an alarm.</p>
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.		P	<p>We adapt to individual learners as we have a residential building.</p> <p>Partially deaf learners are assigned a partner learner (usually the roommate) who will ensure they have been notified. This has been proven effective in tests.</p>
<p>With regards to '<i>Supporting pupils at college with medical conditions (2014)</i>', there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. learners taking medication.</p>		P	<p>We have a medication policy. Medicine is stored safely and securely and administered by trained staff. Detailed records are kept of when medication has been administered. Risk assessments are conducted to ensure plans to administer medication are adequate and safe. Regular staff training ensures learners are kept safe.</p> <p>We have had learners with issues such as a stoma, gender reassignment or other health needs. An individualised plan is created to accommodate such learners.</p>

Pathways of travel around the college site and parking arrangements are safe. Disabled parking spots are available.	P		<p>There are four disabled parking spaces at the Visitor's Centre.</p> <p>Pathways around the site have been renovated and maintained to ensure safe access.</p> <p>Where visitors with mobility impairments attend the college for friends and family days, graduations and for other reasons, every effort is made to assist them in moving around the site, including driving between visitor's centre, the gallops and the stable blocks.</p>
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	P		<p>The EDI policy, recruitment policy, safe recruitment policy and extensive induction process ensure the NHC provides the levels of support all staff are entitled to and that they are aware of their right to this support.</p>
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI learners and advice sought from other agencies to take appropriate measures in the classroom.	P		<p>Furniture and equipment has been selected, located and adjusted to accommodate learners' needs, for example allowing clear access to entrances and exits. This includes the residential buildings and dining facilities as well as office and learning spaces.</p> <p>As some buildings are listed grade 2, noise reduction and other modifications are not always allowed.</p> <p><i>By the end of this action plan, we will have set up more learning spaces with different types of seating and standing desks.</i></p>
The décor and / or signage is not confusing or disorientating for learners with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI learners. Labels and signs are presented pictorially and in written word if needed for people with a disability.	P		<p>Signage is adequate and appropriate around the college for the learners and visitors we have.</p> <p>We are unable to enrol learners with severe visual or auditory impairments due to health and safety.</p>

Section 3: The college delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for learners and prospective pupils who may have difficulty with forms of printed information.		P		<p>Lesson materials are provided in the form of handouts where needed, including modifying to increase text size.</p> <p>We are unable to enrol learners with severe visual or auditory impairments due to health and safety.</p>

Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	P			Lesson materials have been produced by staff with level 7 teaching qualifications, and with the needs of disabled learners in mind.
ICT facilities are used to produce written information in different formats as appropriate.	P			Lesson materials are provided in the form of handouts where needed, including modifying to increase text size.
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, college nurses, Health visitors...		P		Teaching staff are familiar with ColourVeil and adjustments By the end of this action plan, we will have brought in at least one outside agency to develop At SENCO and DT network meetings, the SENCO receives training and information from outside agencies which is then disseminated among managers and their teams.
There is an effective process to deal with both complaints and positive suggestions from the parents of learners with a disability.	P			The complaints process is laid out in the complaints policy. Feedback is sought from parents/carers during friends and family days and graduations.

Access Planning Template for Period 2023/24 – 2026/27

Lead member of staff: Daniel Pugsley (FS Lead / SENCO)

Date: 01/08/

Date of Review: _____

Name of Reviewer: _____

The main priorities in our access plan focus on:

- Increasing the extent to which disabled learners can participate in the college curriculum.
- Improving the physical environment of the college to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery to disabled learners of information that is provided in writing for learners who are not disabled.

The National Horseracing College will monitor the implementation of the plan and keep under review the access needs of the college.

(COLLEGES TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	E.g. Availability of written materials in alternative formats.	College makes itself aware of services available through LA for converting written info into alternative formats	SENCO / SLT	E.g. Term 1 2023/24	£Hourly Wage	If needed the college can provide written information in alternative formats. Delivery of info to disabled learners has improved.
Medium Term	E.g. Incorporation of appropriate colour schemes when refurbishing to benefit learners with visual impairments and install window blinds. E.g. Training for instructors on differentiating the curriculum.			E.g. Term 1 2024/25		
Long Term	College plans to improve access to designated areas over successive financial years.			E.g. Term 3 2025/26		

Access Plan for Period 2023/24 – 2026/27 (continued)

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

Checking the College’s Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: _____ **Date:** _____

Period of Plan being checked: _____

1. Does the plan cover:	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		
6. Are there indications as the resourcing of the plan?		

Recommendations

Insert any recommendations made as a result of the checking exercise.