

Each day, discovery.



ELTHAM COLLEGE

17b Accessibility Plan 2015-8

Last review: February 2018

Next full update: August 2018



Version Control Information

| Reason for Amendment | Name | Date | Main Changes |
|--|--------|-------------|--|
| Fully updated in line with most recent guidance and College context. | Bursar | April 2016 | New version – replaces 2013 document for the 2015-8 period |
| Annual Review | Bursar | August 2016 | Re-formatted |
| Annual Review | Bursar | August 2017 | Annual update to include information on temporary accommodation and new building project |
| | Bursar | Feb 2018 | Updating to strengthen conditional language |
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Other Related Documents

- Health and Safety Policy Statement, Responsibilities and Structure;
- Health and Safety Guidance;
- Crutches protocol (held by school nurse);
- Learning Support Policy;
- Equal Opportunities Policy (Workers);
- Equal Opportunities Policy (Students);
- Recruitment Policy and Procedure.



1 Ethos and Aims of Eltham College

Eltham College aims to offer the highest quality of teaching and learning and support to all students in the pursuit of academic and personal excellence. We have high expectations of all of our students and we strive to ensure that each and every student can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that students with special educational needs (SEND) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for students with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We provide written information to students with disabilities in ways that are user-friendly and fully support the students in their learning experience. The Head of Learning Support is responsible for ensuring that needs are assessed on an annual basis and bringing these to the attention of the Bursar where there are opportunities to provide additional support by giving alternative methods of communication.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled students are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for students. We promote the importance of using language that does not offend amongst both our staff and our students and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

2 Provision within the School's Buildings for Students with Disabilities

Eltham College estate is situated in approximately 70 acres of land and consists of 12 stand-alone and linked buildings. Each building is at a different stage of being fully accessible due to its age, location, design and number of floors. Some have heritage status and this has implications for accessibility refurbishment works.

JUNIOR SCHOOL

Description: One building (and separate pavilion for games) consisting of a converted 18th century mansion, 1960's extension, 2004 new build and refurbishment throughout; further refurbishments in 2015.

General

- A hearing induction loop is installed in all classrooms (except one temporary Year 3 classroom);
- A disabled toilet complying with the Equality Act 2010 is located on the ground floor near the boys' toilets);
- Lighting in work areas exceeds the recommended lux levels for classrooms;
- Fire alarm sounders operate in every classroom and corridor; and



- Assistance from school staff is always available, with additional support from Senior School staff if required.

Car parking

- On site car parking is for staff only but special consideration is made for the disabled.

Entrance and exit

- Entrance to school is by a clearly marked disabled entrance controlled by intercom and by key code and proximity key fob; and
- Exit can also be from playground doors, two hall fire exits, Science room fire exit and staff entrance/exit.

Travel around building

- All areas of the school are accessible to wheelchair and physically disabled persons without negotiating any steps. This is by means of a passenger lift to all floors and a stair lift on small flight of stairs;
- Access to the Music practice rooms is via a staff entrance;
- Steps have been painted a 90% contrasting colour at vulnerable points (e.g. top step and base step) to aid visually impaired students; and
- The separate pavilion is on one level with a small threshold step at the entrance.

Note: The Junior School also use key Senior School facilities such as the dining room, theatre and sports centre – see below.

SENIOR SCHOOL

Description: Converted mansion of 18th Century much reworked. 1940s Science Block; 1960s Classroom block; 1996 Sports Centre; 2005 converted boarding house into music school, and various other satellite buildings including Anthony Barnard Hall; 2010 construction of Gerald Moore Gallery. Temporary accommodation (12 classrooms and sixth form common room) in place for duration of building works Sept 2017 to Jan 2019.

Parking

- Two car parks on site, one with two disabled bays marked;
- Visitor parking near main entrance;
- Pick up and drop off area outside main entrance.

General

- Continuous programme of improving lighting internally and externally;
- Digital locks on all entrance doors are not wheelchair friendly height – this is an interim measure to protect the current students from intruders. Longer term solution such as supervised, gated access to whole site and proximity readers being considered;
- Movable ramps are available for wheelchair access to areas involving steps;



- Vibrating wireless 'bleeper' device linked to the fire alarm is available to hearing impaired students but no other facility is available;
- PEEPs are prepared for students with known mobility issues (including temporary challenges e.g. crutches)
- Assistance from school staff and prefects is always available.

Main Building

- Entrance and reception not easily accessible due to four steps, no handrails, threshold step into reception. However, this is not for student access;
- Handrails fitted to steps leading to/from Room 3 entrance;
- Light walls and contrasting doors throughout building;
- No wheelchair access to first floor main building areas (special consideration given in timetabling to ensure lessons accessible);
- Floor surfaces are wood floorboards, carpet or vinyl;
- Seating is generally armless chairs in classrooms.

Dining Hall

- Level access entry to the dining hall.

Science Block

- Middle door access without steps, DT block disabled access ramp. However no access to first floor classrooms for wheelchair users (special consideration given in timetabling to ensure lessons accessible);
- Handrails fitted to entrance steps at Chapel end.

Theatre

- All areas on one level (except gantry and costume store which are for staff and drama technicians only);
- Double doors for access to building;
- Disabled toilet near students' toilets.

Sports Centre

- Wheelchair access to all areas except fitness suite and hall viewing balcony;
- Disabled toilet near staff toilets;
- Level access to swimming pool by fire exit and pool hoist available.

North Wing Buildings

- No disabled access to upper floor (no specialist classrooms). Timetabling consideration given.



Music School

- Wheelchair access to ground floor classrooms and practice rooms, no specialist rooms above ground floor.

Chapel

- Movable ramps available for wheelchair access.

Pavilion

- Five steps to gain access to Senior pavilion.

Gerald Moore Gallery

- New building, built in 2010, fully compliant with Equality Act regulations and guidelines; passenger lift to first floor, colour contrasting stair treads and sockets, disabled toilet.

Marathon Ground

- New single storey changing pavilion, built in 2012, with full disabled access, fully compliant with Equality Act regulations and guidelines; passenger lift to first floor, colour contrasting stair treads and sockets, disabled toilet.

College Meadow

- Partly new and partly refurbished single storey changing pavilion with bar, hall and kitchen completed in 2012. Disabled ramp and disabled toilets to comply with Equality Act.

Temporary buildings – classroom block and medical facility

- Recently installed temporary accommodation (12 classrooms of which 4 on ground floor, sixth form Common Room, Medical Centre and toilet blocks) to replace demolished buildings during major building project. New building (“Turberville Building”) will be fully compliant and bring a large part of the main College site into a much more accessible state. Temporary rooms have level access on the ground floor but no lift provision to upper floor classrooms. Toilets include cubicles suitable for ambulant disabled. Medical Centre toilet is fully accessible.

3 Context

At any time, we recognise that we may have students on the roll who have a variety of additional needs e.g. SEND, medical conditions, English as an additional language or Looked After Children. All our students are fully integrated into school life and participate in the whole curriculum including co-curricular activities.

The Head of Learning Support is responsible for identifying the particular provisions required to optimise access to the full curriculum. We also take into account any preferences expressed by students or their parents/guardians. These may include adjustments to learning materials, provision of tablets or laptops, and other specific aids to support students with specific needs.

Where students experience temporary mobility challenges, such as the prescription of crutches following a leg injury, the school nurse leads on the assessment and co-ordination of provision. Temporary solutions to support students include change to registration locations to minimise unnecessary journeys, adjustments to timetabling, and support from peers and staff to assist with day-to-day mobility.



We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Eltham College. We have a number of staff with medical disabilities which include (but are not limited to) mobility difficulties, and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

At present, we are not aware of any governors on our governing body with medical disabilities. We are very happy to make adjustments to ensure that individuals can travel to and from meetings and have access to all the necessary information and equipment to enable them to fully and actively undertake their role, should this be required.

Accessibility provision is the responsibility of the Bursar with the assistance of the HR Manager, Head of Facilities, School Nurse, Deputy Heads and Head of Learning Support together with any co-opted additional members whose expertise in any field would be of assistance.

We have reviewed our provision for students with special educational needs and/or disabilities. The results of the review have informed our school accessibility plan for 2016-9 which is a written action plan with targets. The plan and targets are available to all teaching and support staff, students and parents.

We regularly monitor the success of the plan and it is also reviewed annually by the Governing Body.

4 Action plan 2015-8

The following have been carefully considered and are regularly monitored:

- Admissions;
- Attainment;
- Attendance;
- Exclusions;
- Education;
- Co-curricular activities;
- Governing body representation;
- Physical school environment including future projects;
- Selection and recruitment of staff;
- Sporting education and activities;
- Staff training; and
- Welfare.

The results of the continuous monitoring of the above has informed the action plan below which relates to the ISI Regulatory Standards on special educational needs and disability.



| ISI Regulatory Standard | Description |
|--------------------------------|---|
| Schedule 10.3. (2)(a) | Increasing the extent to which disabled students can participate in the school's curriculum; |
| 3. 2(b) | Improving the physical environment of the school for the purposes of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school. |
| 3. 2(c) | Improving the delivery to disabled students of information which is readily accessible to students who are not disabled. |

Accessibility plan (updated August 2017)

| Target Completion Date (short/medium or long-term) | Target | Lead | Resources required | Next step (2017-8) |
|--|--|--------------------|---|--|
| SENIOR SCHOOL | | | | |
| Short Term (this year) | Rolling programme of classroom lighting improvements | Head of Facilities | Annual facilities budget | Upper science corridor |
| | Programme of improving external lighting | Head of Facilities | Annual facilities budget | Review and update New Quad lighting |
| | Rolling decorating programme | Head of Facilities | Annual facilities budget | Science block classrooms |
| | Ensure planning for new building ("Turberville Project") includes features that maximise accessibility | Bursar | Included in project budget | Build completes Jan 2019, including DDA compliant doorways, lift access, toilet provision etc. |
| Medium Term (within 3 years) | Replace door entry keypads with proximity readers | Bursar | Phased project. Initial funding allocated in capex for 2017-8 | Proximity readers to new building as Phase 1 |
| | Single step areas to be ramped | Head of facilities | Annual facilities budget | Keep location of ramps under review |
| | Stair treads to be contrasting coloured | Head of facilities | Annual facilities budget | Science block stairs |
| Long Term (beyond 3 years) | Disabled toilets to be included in future redevelopments | Bursar | Included in project budget for Turberville Project Keep in mind when budget available to address Science Block | Build completes Jan 2019 |
| | All future new builds to comply with Accessibility requirements | Bursar | Include within project budgets | Ongoing |



| Target Completion Date (short/medium or long-term) | Target | Lead | Resources required | Next step (2017-8) |
|---|---|-------------|--|---------------------------|
| JUNIOR SCHOOL | | | | |
| Medium Term (within 3 years) | Replace door entry keypads with proximity readers set at appropriate height | Bursar | Roll out as soon as funds permit within capex allocations. | Not expected 2017-8 |
| | All future new builds to comply with Accessibility requirements | Bursar | Include within project budgets | Ongoing |