

Each day, discovery.



ELTHAM COLLEGE

17b Accessibility Plan 2015-8

Last full update: April 2019

Next review: April 2020

Next full update: August 2021



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
Full update – new three year period	Bursar	April 2019	Updates to site areas as required; refreshed action plan

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 a number of 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 ongoing.

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, linked to new (2019) building comprising 23 classrooms and sixth form centre; 1940s Science Block; 1996 Sports Centre; 2005 converted boarding house into music school, and various other satellite buildings including Anthony Barnard Theatre; Gerald Moore Gallery (2012); New (2019) standalone Medical and Well-being Centre; separate sports pavilions at London Marathon Ground and College Meadow .

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. A programme to roll out Access Control technology using RFID cards has commenced with the 2019 new buildings, and readers have been set at an appropriate height; Longer term solutions such as supervised, gated access to whole site are due for implementation within the timeframe of this plan;



- 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 or staff 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.

Turberville Building

- All entrances with level access; with ramped slope to field side
- Disabled and ambulant accessible toilet facilities available on ground and first floor
- Wide corridors throughout
- Floor surfaces smooth (carpet, vinyl or tiles) throughout
- Link door to first floor of north side of Quad – opens up new area
- Platform lift provides access to all floors

Foxbury Medical and Well-being Centre

- Entrance has level access
- Disabled toilet available
- Single storey building

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

- Disabled access to upper floor now available from Turberville building (see above)

Music School

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

Chapel

- Movable ramps available for wheelchair access.

Gerald Moore Gallery

- New building, opened in 2012, 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; 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.

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.

Parents are encouraged to make us aware of any mobility challenges they may be experiencing and we take this into consideration in planning the layout for Parents' Evenings and meetings to ensure they can participate fully.

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 2018-21 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 2018-21

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 April 2019)

Target Completion Date (short/medium or long-term)	Target	Lead	Resources required	Next step (by April 2020)
SENIOR SCHOOL				
Short Term (this year)	Rolling decorating programme to include lighting improvements where required	Head of Facilities	Annual facilities budget	Refurbished classrooms – 3, 4, 5, 6 and 7; Communal areas in Music Department North Wing classrooms
	Programme of improving external lighting	Head of Facilities	Within project budget; Annual facilities budget	External lighting to Turberville building pathways; Car park at the front of the Senior School
	Replace door entry keypads with proximity readers set at appropriate height	Bursar	Phased project. Initial funding allocated for phases 1 and 2	Proximity readers to new building as Phase 1; readers to next 10 doors in Phase 2
Medium Term (within 3 years)	Complete programme to replace door entry keypads with proximity readers set at appropriate height	Bursar	Phased project. Funds to be allocated annually	Aim for completion within 3 years
	All single step areas to be ramped	Head of facilities	Annual facilities budget	Keep location of ramps under review
	All stair treads to be contrasting coloured	Head of facilities	Annual facilities budget	Junior School, Music school
Long Term (beyond 3 years)	Disabled toilets to be included in future redevelopments	Bursar	Keep in mind when budget available to address Science Block	Ongoing
	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 (by April 2020)
JUNIOR SCHOOL				
Short Term (this year)	Replace door entry keypads with proximity readers set at appropriate height	Bursar	Capital funds allocated for two main doors	Planned for 2019-20
Medium Term (within 3 years)	Complete programme of replacing door entry keypads	Bursar	Annual allocation of funds	Ongoing
	All future new builds to comply with Accessibility requirements	Bursar	Include within project budgets	Consider in development of Junior School Sports Pavilion (summer 2020)