

Each day, discovery.



ELTHAM COLLEGE

17b Accessibility Plan

Last review: July 2023



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
Annual Review	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
Annual Review	Bursar	September 2021	Updates to specific next steps to reflect progress already made
Annual Review	Bursar	August 2022	Updates to reflect progress made
Annual Review	Bursar	July 2023	Updated the summary of arrangements across the School on successful completion of the previous 2018-2021 Action Plan

Other Related Documents

- Health and Safety Policy Statement;
- Health and Safety Policy;
- 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. An Action Plan to improve the facilities further has been implemented successfully over the last four years.

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, with reserved places adjacent to the front door.

Entrance and exit

- Entrance to the 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 lift to all floors. Access is subject to the satisfactory completion of a PEEP on a case by case basis.
- 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 now at a wheelchair friendly height following successful completion of a programme to roll out Access Control technology using RFID cards;
- 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 and access to the ground floor available through the arch into the QUAD and then into the main corridor via a ramp;
- 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. . Access is subject to the satisfactory completion of a PEEP on a case by case basis.

FOXSBURY 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 currently to first floor classrooms for wheelchair users (special consideration given in timetabling to ensure lessons accessible).
- However, a lift is being installed as part of a major redevelopment project due to be completed by summer 2024. Once complete, access will be subject to the satisfactory completion of a PEEP on a case by case basis.
- 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.

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 means of ramp up the steps, or via 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
- A lift gives access to the classrooms on the first floor. Access is subject to the satisfactory completion of a PEEP on a case by case basis.
- Disabled toilet.

MARATHON PAVILION

- Single storey changing pavilion, built in 2012, with full disabled access;
- Disabled toilet.

COLLEGE MEADOW PAVILION

- Partly refurbished single storey changing pavilion with bar, hall and kitchen completed in 2012.
- Disabled ramp and disabled toilets.

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.



For our governors, should they be required, we make adjustments to ensure that individuals can travel to and from meetings (or access meetings remotely) 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.

Following a review in 2018 of our provision for students with special educational needs and/or disabilities (including considering our arrangements against the standards set by the ISI), we developed a School Accessibility Plan for 2018-21 to further improve the arrangements across the estate. Whilst full implementation of the plan was delayed slightly due to COVID, all core elements of the plan have now been delivered and the improved arrangements are reflected in the site descriptions set out earlier in this policy.

We continue to assess the arrangements across the site and further changes will be implemented when necessary. In particular, we will ensure all major building works comply with accessibility requirements as part of the planning process. Should it be required, we would prioritise adding door access buttons to open doors at key points around the site.