

Gloria Filiorum Patres

Each day, discovery.



ELTHAM COLLEGE

17b Accessibility Plan

July 2025



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
Annual Review	Bursar	August 2024	Updated to reflect accessibility improvements to the Science & Technology Centre and confirmation that agreed egress plans are required alongside PEEPs
Annual Review	Bursar	July 2025	No change

Other Related Documents

- Health and Safety Policy Statement
- Health and Safety Policy
- Crutches protocol (held by school nurse)
- Learning Support Policy
- Equal Opportunities Policy (Staff)
- 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, 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 or other senior staff as appropriate 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 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 and further improvements are made as refurbishments are implemented each year.

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 housing the changing facilities for sports) consisting of a converted 18th century mansion, 1960's extension, 2004 new build and refurbishment throughout. Further refurbishments planned over the next three years.

General

- A hearing induction loop is installed in classrooms
- A disabled toilet complying with the Equality Act 2010 is located on the ground floor near the reception
- Lighting in work areas exceeds the recommended lux levels for classrooms



- Fire alarm sounders operate in every classroom and corridor with additional flashing beacons added to rooms with high levels of noise such as music practice rooms
- 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 those with a disability, with reserved places adjacent to the front door

Entrance and Exit

- The School can be accessed through the main front door into reception from the car park, playground doors, two hall fire exits, toilet doors from the playground, the Science room fire exit and staff entrance/exit

Travel Around the Building

- Most areas of the School are accessible to wheelchairs 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 and with appropriate arrangements for egress in place
- Level access to the music practice rooms can be provided 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
- The separate pavilion is on one level with a small threshold step at the middle entrance. Both sets of toilets within the pavilion are accessible from the main pathway

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 18th Century mansion (much reworked), linked to new (2019) building comprising 23 classrooms and sixth form centre; 1940s Science & Technology Centre; 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, both with disabled bays marked
- Visitor / disabled parking bays near main entrance



- Pick up and drop off area clearly marked in the main car park

General

- Continuous programme of improving lighting internally and externally
- Digital locks on all entrance doors are at a wheelchair friendly height
- 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

- Main 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 building at ground floor level is available through the arch into the QUAD and then into the main corridor
- Handrails fitted to steps leading to/from Room 3 entrance
- No wheelchair access to first floor main building areas (special consideration given in timetabling to ensure lessons accessible)
- Light walls and contrasting doors throughout building
- Floor surfaces are wood floorboards, carpet or vinyl
- Seating is generally armless chairs in classrooms

Turberville Building

- All entrances with level access and 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
- Platform lift provides access to all floors. Access is subject to the satisfactory completion of a PEEP on a case by case basis and with appropriate arrangements for egress in place



Foxbury Medical & Well-Being Centre

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

Dining Hall

- Level access entry to the dining hall

Science & Technology Centre

- Middle door access without steps and DT end via disabled access ramp
- Access to most first floor classrooms via platform lift (special consideration given in timetabling to ensure lessons accessible). Access subject to the satisfactory completion of a PEEP on a case by case basis and with appropriate arrangements for egress in place
- Access to rear QUAD via gate near the chapel
- 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 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

- Opened in 2012
- The lift giving access to the classrooms on the first floor is currently not operational
- Disabled toilet on ground floor

London 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 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, an assessment is completed by a Deputy Head (Pastoral) and the student to co-ordinate provision and support. 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 regularly review our staff's needs to ensure these are being met.



For our Governors, we make adjustments as necessary 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.

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 Chief Operating Officer, Head of Facilities, HR Manager, 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 continue to assess the arrangements across the site and further changes will be implemented when necessary.