

# Accessibility Plan 2025-2028

Co-educational Independent Boarding and Day College

Wycliffe College

September 2025

<b>Key author</b>	Director of Finance & Operations
<b>Reviewing body</b>	CLT
<b>Approval body</b>	Welfare Committee
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<b>Related Policies</b>	<ul style="list-style-type: none"> <li>• Admissions Policy</li> <li>• Special Educational Needs &amp; Disability (SEND) Policy</li> <li>• English as an Additional Language (EAL)</li> <li>• Data Protection Policy</li> <li>• ICT and Online Safety Policy</li> <li>• Staff Handbook (including) <ul style="list-style-type: none"> <li>➢ Use of Telephone, Email Systems and Internet and Communication Systems</li> <li>➢ Bring Your Own Device to Work Policy</li> <li>➢ Social Media Policy</li> </ul> </li> <li>• Data Retention Policy</li> <li>• Taking, Storing and Using Images of Children Policy</li> <li>• Privacy Notice</li> </ul>

### **Introductory Statement**

This document represents Wycliffe College's ("the College") three-year Accessibility Plan put in place, in accordance with the Equality Act 2010, in order to ensure, where possible, 'reasonable adjustments' for current and future disabled pupils. This Plan covers the period 1st September 2025 to 31st August 2028 and will be kept under review during the period and revised as necessary.

The College is therefore committed to providing an environment which can be accessed by all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging social attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The accessibility plan deals with;

- the extent to which disabled pupils (including those with special educational needs) can participate in the College's curriculum;
- how the College ensures information is in a format that is easily understood by pupils with disabilities;
- how the College improves the physical environment in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the College.

The Trustees ensure the provision of the resources required to implement the plan. Implementation of the plan is overseen by the Director of Finance & Operations. The plan is reviewed annually by the Trustee body.

Parents of prospective pupils are asked to declare any disabilities at the time of registration such that the College can make an assessment of the child's abilities and also plan for reasonable adjustments to the College, the curriculum and its delivery. The College will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of College. Families are asked to note that the College buildings include some which are historic and others which have narrow stairways which may present problems to anyone with a physical disability.

No pupil will be refused a place at the School on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Headmaster, the College Leadership Team, the SENCo and others whose expertise may be required for the specific situation.

The policies in this document applies to all members of the College community that includes the staff, pupils, Trustees, and visitors (including parents, guests and community users) from the Senior and Prep Schools, where applicable, who have access to and are users of ICT systems & services, provided by the College both in and out of College.

### **Legislation and guidance**

**The College is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness.** The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The College's Special Educational Needs and Disability (SEND) Policy sets out the College's policy on reasonable adjustments.

The College will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The College has regard to the need to allocate adequate resources for the implementation of this Policy.

## **Aims**

### ***Increase extent to which disabled pupils can participate in the curriculum***

The College will take appropriate steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation by disabled pupils.

The College will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the SENCo and others, as necessary. The purpose of any special arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards.

The College will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the College has every opportunity to remain at the College through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their College career.

The College will aim to ensure that disabled pupils have equal access to all pupil facilities.

### ***Improve delivery of information to disabled pupils***

The College considers periodically how the delivery of information to pupils, including disabled pupils, could be improved. The College is equipped with a number of interactive whiteboards which can be formatted to optimise the presentation of information to disabled pupils if needs arise. Furthermore, if the need arose the College would consider procuring large print, Braille, aural enhancement devices or audiotape resources to help improve the delivery of the curriculum to pupils with disabilities in these areas. The College has multiple tablet computers to improve the delivery of the curriculum to pupils with dyspraxia. Alternatively, pupils may, on agreement, use their own devices under the supervision of the College's IT Support department.

### ***Improve physical environment***

The College estate is a large site consisting of many separate buildings, some of which are listed. This requires pupils to go from classroom to classroom, often under tight time pressures using steps, stairs and uneven ground which might present problems to anyone with a physical disability.

The College is predominantly a full boarding school based upon a traditional boarding house structure. The Boarding Houses are dispersed around campus and consist of multi storey buildings with accommodation; social and catering facilities are located on different floors. Again, given the age and layout of many of the buildings, pupils are required to use stairs and steps for routine access and emergency evacuation purposes.

An accessibility assessment of all the College buildings is undertaken annually, the results of the most recent of which are detailed at Annex A, which also includes both short-term and long term measures to improve physical accessibility. However, to date the College has had very few physically disabled pupils; if there should be a significant change to this the College would need to consider undertaking a remedial works programme to further improve physical accessibility as noted in the Annex. Many of the restrictions could be overcome by relocating subject lessons, with no reliance on specialised teaching equipment, from inaccessible classrooms to those appropriate for accessibility.

The College will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the College that affect them.

### ***Welcoming and Preparing for SEND Pupils***

Where it is practicable to make reasonable adjustments to enable prospective pupils to take up a place at the College and to satisfy the current admissions criteria, the College is committed to providing those reasonable adjustments.

Where the College agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the College of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of SEND pupils, the College requires full information. The College will ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report or have any SEND or other condition of which the College should be aware.

In assessing the pupil or prospective pupil, the College may need to take advice and require assessments as appropriate. The College will be sensitive to any issues of confidentiality.

### ***Special Educational Needs and Disabilities***

We will ensure that we comply with our legal requirements and guidance provided including:

- [Technical Guidance for Schools](#) Technical Guidance for Schools on their obligations under the Equality Act 2010 to complement the technical guidance published by the EHRC, Last updated September 2023
- Due regard for [SEND Code of Practice: 0 to 25 years](#), Last updated September 2024
- Statutory guidance on [Supporting pupils with medical conditions at school](#), Last Updated August 2017

## Appendix A

### SENIOR SCHOOL

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
1	<b>Ward's-Ivy Grove</b>	Access via main Senior School entrance, block paving/ tarmac pathway. Anti-slip steps with colour contrasting nosing lead down to main entrance with central handrail. Alternatively, there is a wheelchair accessible / flat ramp affording additional access to the entrance.  Additional entrances and emergency exit available specifically designed with accessibly solutions	Entrance is level and flat with wide access doors. Well illuminated.	Wide Corridors, colour contrasting points between walls and doors.  Lift  Illuminated internal signage  Refuge area.	Biometric door management system.  Versatility of room design and configuration offers multi- purpose use between different ages and genders.	New building incorporating latest design and accessibility features.	Vertical house requiring use of bespoke partitioning to create the best environment appropriate to the age and stage of the pupil.
2	<b>Loosley 1</b> Girls' Boarding House	Access via Senior School grounds, tarmac pathway with gentle incline to communal grassed area.	Access easy through main entrance.	Circulation good to ground floor bedrooms, kitchen and communal area. Stairway to 1st floor leading to bedrooms, all with ensuite facilities circulation through the 1st floor excellent.	Purpose built disabled bedroom ensuite.  Paintwork is colour contrasted	Add tactile warnings - pedestrian route crosses road. Bathroom needs upgrading to include support rails around toilets  Consider additional provisions for people with visual and hearing difficulties. Girls sixth form accommodation	Consider removing the second bed from disabled bedroom as it makes the room too narrow for wheelchair access. Lampeter House has been redeveloped to include an extension designed to accommodate girls (currently) with disabilities

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
3	<b>Loosley 2</b> Girls' Boarding House	Access via Senior School grounds, tarmac pathway with gentle incline to communal grassed area.	Access easy through main entrance.	Circulation good to GF bedrooms, kitchen and communal area. Stairway to 1F leading to bedrooms all with ensuite facilities circulation through the 1F excellent.	Purpose built disabled bedroom ensuite. Paintwork is colour contrasted	Need to consider additional provisions for people with visual and hearing difficulties.	Consider removal of the second bed from disabled bedroom as it makes the room too narrow for wheelchair access.
4	<b>Loosley 3</b> Boys' Boarding House	Access via Senior School grounds, tarmac pathway with gentle incline to communal grassed area.	Access easy through main entrance.	Circulation good to GF bedrooms, kitchen and communal area. Stairway to 1F & 2F leading to kitchen area, sauna and bedrooms ensuite.	Purpose built disabled bedroom ensuite. Paintwork is colour contrasted	Need to consider provisions for people with visual and hearing difficulties  Boys sixth form boarding.	Wheelchair accessible bedroom for boys on the ground floor. Trial of new style bedrooms with more flexibility with furniture and layout
5	<b>Allen Mason Building</b>	Via steps or slightly longer route via gentle slope	step to classroom	X2 level classrooms with interconnecting doors and office to rear of second room.		Formally Scout Building. Re designed to accommodate two Classrooms.	Construct ramp to classroom entrance
6	<b>Grounds &amp; Gardens Building</b>	Equipment store for ground maintenance team.	Via x2 garage doors with gentle slope	Level access to x6 rooms/areas			

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
7	<b>Health Centre</b>	Access via Senior School grounds, level paved approach leading to steps to front door	Wheelchair access with wide power operated door to newly extended part of the building. Easy access door releases.	Downstairs has recently been extended to incorporate an isolation facility with bedroom and ensuite. Wheelchair access to treatment, waiting rooms an isolation room.		Downstairs recently extended to incorporate an isolation facility with bedroom and ensuite. Wheelchair access to treatment, waiting room and isolation room. Controlled access to facility. During out of hours arrangements to access made in advance with Nurse.	Completed
8	<b>Robinson</b> Boys' Boarding House	Access via Senior School grounds, level tarmac approach	Access easy through main entrance	Circulation good to ground floor bedrooms ensuite, kitchen and communal areas. Stairs to 1st floor bedroom, kitchen, sauna, Jacuzzi and games room. Corridors are light and offer good circulation.	Purpose built disabled bedroom ensuite. Electromagnetic holdbacks fitted to doors through main corridors.	Tactile warning where pedestrian route crosses access road.	
9	<b>42 Regent Street (Partially House master's Accommodation)</b>	Part of House accommodates assistant House staff. Day spaces with possibility of flexi-boarding also available	More modern facilities available in purpose built boarding house	Ground floor showers, toilet and changing area in addition to bedrooms		Building detached but classed part of Robinson in which suitable facilities are available.  Boys' vertical accommodation	
10	<b>Lampeter</b> 34 Regent Street Boarding House	Access via Senior School grounds, level approach with room for disabled parking if necessary	Good access	Access via one of two front entrances	Lift to 1F refuge area direct link to HsM office Disabled toilets Colour contrasting scheme flooring/walls		

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
11	<b>Design &amp; Technology Centre</b>	Main entrance opposite Lampeter, via Senior School grounds, level approach with room for parking if necessary.	Access by wheelchair difficult.	Corridor from entrance leads to DT workshop, computer room and toilets. Good clear access to the main DT workshop but no wheelchair access.	None		Consider adapting entrance by levelling step into building, widen the door to computer room and adapt toilets for disabled use.
12	<b>Art</b>	Side entrance off Regent Street, opposite the gym/squash courts on the Senior School grounds.	Access difficult, steps to entrance.	Corridor to ceramic studio, classroom and side entrance to DT workshop all have good access. Stairs to 1F art studio no wheelchair access to 1F.	None		Fit ramp and handrails to side entrance, change door to one with glass panel. Look at the possibility of moving art studio to ground floor classroom.
13	<b>Squash/Gym/ Sports Hall</b>	Main entrance via Senior School ground towards Regent Street.	Good Access	Purpose built hall via double entrance doors all on one level inside with internal access to coffee shop. Sports hall entrance via double doors with contrasting carpet from entrance to sprung sports hall floor. Lift offers access to upper floor where pavilion is located and also multi Gym.	Changing rooms accessed via the sports hall or separate external entrance. Disabled toilets, shower and changing facilities available		
14	<b>Finance Dept</b>	Main entrance via Gate 9. Reception access, at the end of the path, for ground floor visitors. First floor access via stairs or lift through first door for offices and meeting room.  Alternative entrance available through Sports Hall.	Good access	Good	Lift available to upper floor where office space is based. Wide corridors, disabled toilet available.		



No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
15	<b>Chapel</b>	Access via the Senior School grounds, level approach along a tarmac pathway.	Access difficult requires negotiating steps.	Large open plan chapel with good internal circulation, stairs to balcony not suitable for disabled access. No toilets in this building.	None		A ramp with rails enabling access to the building has been installed at the Bath Roadside of the building.
16	<b>Old Ivy Grove</b> Classrooms and staff accommodation.	Access via entrance on the Senior School site facing RB Evans/Haywardsfield.	Access difficult.	Narrow corridors on ground floor make wheelchair access very limited. Stairs lead to the 1st and 2nd floor classrooms; corridors on both floors are very narrow.	None	Ivy Grove is part Grade 2 listed.	Consideration should be made to adapt toilets for wheelchair use. Paintwork not colour contrasted & additional consideration to add provisions for people with visual and/or hearing difficulties.
17	<b>R B Evans</b> Boys' Boarding part Haywardsfield	Access via the Senior School grounds, level pathway to entrance.	Access difficult.	Although access to this part of the building offers reasonable access to ground floor bedrooms and bathroom facilities, there are no disabled toilets. Access from this part of the building into the main house and communal areas would be difficult for wheelchair access.		Boys vertical accommodation	Downstairs ensuite could be redesigned so wheelchair compliant. Entrance door recessed and opens outwards - changed to an inward opening door; a ramp fitted to steps to the shower rooms. Paintwork not colour contrasted. Consider additional provisions for people with visual and hearing difficulties.

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
18	<b>Haywardsfield</b> Boys' Boarding House	Access via the Senior School grounds, level pathway to entrance.	Access good.	Extremely difficult, ground floor accommodation linked by narrow corridors, bedrooms are on the 1st floor and are set on different levels with steps leading up and down, some of which are very steep.	None	Haywardsfield is a listed building Opportunities for improving are limited without major expenditure, redesign and configuration.  Boys' vertical accommodation	
19	<b>Music Centre</b> Entrance 1 Computer room	Access via Senior School grounds, level pathway to entrance.	Access extremely difficult	Stairs lead down to a large computer/music room, circulation good.	None		There is a back door, which could be adapted with a ramp for wheelchair access and egress.
20	<b>Music Entrance</b> Entrance 2	As above	As above	Extremely difficult this building is on two levels, with stairs leading down to music rooms and stairs up to main music studio.	None		See Above
21	<b>Modern Foreign Languages</b> MFL1, MFL2, MFL4, MFL5, MFL6.	Access from Senior School grounds by the side of Ivy Grove to the entrance on Bath Road. There is room for disabled parking if necessary.	Access good into MFL5.	Circulation through the main language classrooms from MFL5 is very good with the exception of MFL1, MFL4 and the toilet block, which are too narrow for wheelchair access.	None		Handrails could be added to the main campus entrance with tactile warning before steps, doors widened to give full use of the language block, toilet block adapted for disabled use.

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
22	<b>Sibly Hall</b> Drama Studio	Access from Senior School grounds, with a steps and ramped approach to entrance.	Access good.	Wheelchair access to the first tier of the auditorium, kitchen area and backstage. There are two toilet blocks but neither had disabled access.	None	The backstage area has poor lighting and by its very nature scenery and props laying around making it very difficult for the partially sighted.	Mark walkways in backstage area in florescent paint, making area less hazardous. Adapt toilet facilities for disabled use. Tactile warning before external steps, handrail fitted to both sides of steps, nosing needs re-painting on treads.
23	<b>School House</b> Headmaster's Study. Secretaries/ Admin Lobby; Parents' waiting room	Access via Senior School grounds, level approach, with parking to the front of the building.	Access good.	Circulation to this part of the building is excellent. A lift is available to the upper floors.	None		
24	<b>School House</b> (Pupils entrance) Ground Floor: Classroom: Toilet blocks; Staff area; Housemasters office; Stairs to 1st Floor; Psychology and Library	As above	Access good.	Good	The lift does not go to all the floors; however, additional subject classrooms are accessible on other floors.	.	Building now incorporates two sets of toilets, offering facilities for use by disabled pupils & staff. SEN rooms on upper floors and not accessible for people with mobility difficulties. Fully accessible, ideally GF room, should be found for the SEN Dept

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
25	<b>Papworth</b> Classroom	Access via Senior School grounds, level approach from the side of School House.	Access extremely difficult.	Narrow Access	None	Entrance to Papworth is directly onto a narrow stone staircase, to the classroom. There is no landing at the top of the stairs making it unsuitable for disabled access	Entrance door changed to single leaf door. Ramp fitted to fire escape, door to bar fitted with vision panel
	Griffin Classroom	Access via Senior School grounds, level approach from the side of School House	Access good.		None		
26	<b>Science Block (Side entrance)</b> IT rooms Chemistry 1 & 2	Access from the side of Papworth, level approach to the ground floor.	Access good.	Circulation to classroom in this area good.	None	There are no toilets for the use of people with disabilities in the Science block.  However, facilities are available in School house, adjacent.	

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
27a.	<b>Science Block (Main entrance)</b> Ground Floor: IT 1 ICT  Stairs to 1F: Physics 1, Physics Prep, Chemistry, Library, Head of Science, Staff Room, Physics 2 and Staff Toilets  Stairs to 2F: Biology & Geography, Library, Head of Biology, Head of Geography, Biology Classrooms 1, 2 and 3, Biology Prep and Geography	Access from Senior School grounds, level approach. Parking to the front.	Access extremely difficult.	There is no wheelchair access to this part of the building. The general circulation through this building is good.	Improved signage throughout the building. Handrails to be fitted to both sides of stairs, nosing fitted to the tread of stairs to improve safety.	Consideration should be given to installing a lift to all floors.  Trays of chemicals have to be carried up the staircases.	Classes would be scheduled for the ground floor, if possible, if a pupil has mobility problems.
27b.	<b>Science Block (Side entrance)</b> Ground Floor: Chemistry 3  Stairs to 1F: Physics 3  Stairs to 2F:	Access from the side of Collingwood.	Access extremely difficult.	There is no wheelchair access to this part of the building.	None		Improved signage throughout the building. Handrails to be fitted to both sides of stairs, nosing fitted to the tread of stairs to improve safety.
28	<b>Collingwood</b> Mixed Day House	Access from Senior School grounds, level approach to the building.	Access good.	Good	This building has been refurbished and incorporates facilities for the use of disabled persons.	Co-educational vertical day and boarding house	Need to consider additional provisions for people with visual and hearing difficulties

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
29	<b>Haywardsend</b> Girls' Boarding House  <b>PRESENTLY NOT IN USE</b>	Access from Senior School grounds, approach not suitable for wheelchair access.	Access difficult.	Circulation good in GF accommodation, bedrooms on 1F and have steps up and down to different levels. Fire escape is external spiral staircase with open treads. Building is not suitable for pupils with physical disabilities	The mews Staff accommodation has moved upstairs but the configuration of the former bathroom arrangement has been much improved	Haywardsend is a listed building and is limited to what extent its facilities can be improved. The paint work is not colour contrasted and there is no additional provision for people with visual and hearing difficulties.  Girls' vertical boarding	
30	<b>Wycliffe Hall</b> Dining Hall     1st Floor: Teachers	Access from Senior School grounds, level tarmac approach.	Access good.    No wheelchair access.	Circulation through the dining area extremely good, it is light and well designed.  Circulation good.	Disabled toilet    None	No additional provision for people with visual/ hearing difficulties.	Consider highlighting the route from serving area to tables to ensure route remains clear at all times.

## **PREP SCHOOL**

<b>No</b>	<b>Building &amp; Use</b>	<b>Access to Building</b>	<b>Entry to Building</b>	<b>Circulation inside Building</b>	<b>Special Facilities</b>	<b>Comments</b>	<b>Action/s if disabled/SEN facilities are required</b>
1	<b>Pennwood</b> Boys' Boarding House	Access via the Prep School grounds, parking to the side of Tyndale. Pathway with gentle rising incline to entrance of Pennwood and Pre-Prep.	Ramp to middle section of building (former Pre-Prep)	Toilet adapted for the use by disabled. Wide corridors	Staff accommodation is wheelchair accessible	Pennwood and Windrush now incorporate the former Pre-Prep building. This now offers the option of versatile ground floor accommodation across each of the former three detached buildings for pupils or staff. Colour contrasting flooring and walls have been incorporated into the design	Consider making part of the wide corridor steps wheelchair accessible.
2	<b>Windrush</b> Girls' Boarding House	Access via Pre-Prep School grounds, level approach to building.	Access difficult requires negotiating steps.	Stairs to the 1st floor bedrooms and shower rooms.	None		
3	<b>Old Nursery building</b>  This standalone building (at August 2022) has one room dedicated to cookery classes and other rooms for storage.	Access via Prep School grounds. Approach improved due to redevelopment of immediate grounds with more gradual routes to entrance	Access is difficult.	Good circulation to all rooms There are no disabled toilets.		There is a second entrance to the building that was used by children, and Parents' with pushchairs. Further traffic calming measures have been introduced along the road and vicinity by the Nursery and throughout our on-site service road.	

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
4	<b>Adventure Play Area</b>	Access via main Prep School site.					
5	<b>Footbridge</b>	Access at the main entrance of the Pre-Prep School just off the Ebley Road.	Access is difficult.			Colour contrasting anti slip nosing has been trialled but unfortunately created an obstacle (despite using bespoke tapered nosings) and water hazard as rainfall was unable to flow down each step as a consequence. These have now been removed.	The road bridge provides safe crossing of the main road. But is inaccessible for pupils with mobility problems. The steps of the bridge should be fitted with non- slip colour contrast nosings for the safety of all users and for the additional benefit of visually impaired pupils.
6	<b>Etheridge Hall</b>	Access via Prep School along level approach and via double doors.	Etheridge Hall is a brand new bespoke building.	Two storey Building. Access to the upper floor by internal stairway and lift.	Latest building regulations incorporating audible & visual Fire alarms, toilet for disabled persons and refuge area.		
7	<b>SEN Provision</b>	Access via Prep School grounds, ramp to threshold.	Access good.	Good circulation to classrooms & offices.	Ramp to entrance.		



No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
8	<b>Prep School</b> Classrooms Art & Design, Room 8.  Classrooms aligning Ebley Road	Access via Prep School grounds, level entrance with ramp to threshold.  Access via Prep School grounds, level pathway to steps into classrooms. Access via Prep School grounds, level pathway to steps to corridor linking classrooms 3 & 4, classroom 5 has separate steps.	Access good  Access difficult. Rail has been added to wall adjacent to classroom steps to enable easier access for pupils with disabilities.	Good circulation to classrooms.  No wheelchair access.	None  None		Vision panel to entrance door.
9	<b>Pre-Prep</b>	Access via Prep School grounds, level approach with ramp to threshold.	Access good.	Good circulation to classrooms. Each classroom leads in to the next or to the entrance areas. Adjoining access to Prep School grounds	Recently extended building that complies with new build regulations.	Single storey building	
10	<b>The Pines</b> Science Block Lab A & Lab B  Stairs to 1F: Technology 1 Art & Design 1	Access via Prep School grounds, level tarmac approach	Access is difficult.	Circulation good to ground floor classrooms, Staff toilets. Stairs to 1st floor, good access to Technology rooms.	Ramp to ground floor.  Digital key lock on outside door.		A portable wheelchair ramp enables wheelchair access to Ground Flor
11	<b>Changing Rooms</b>	Access via Prep School grounds, level approach.	Access good.	Good circulation to changing area, but no wheelchair access to showers and swimming pool.	Disabled toilet		
12.	<b>Covered Play Area</b>	Access via Prep School	Access good	Good	None	As Above	

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
13.	<b>Swimming Pool</b>	Access via Prep School grounds, level pathway to steps down to threshold.	Access Good	Good	None	There is no hoist to assist severely disabled persons entering and exiting the water.	Step down from the boys changing room with short distance to the pool so ramp not suitable
14.	<b>PAC – Drama Studio</b>  GF: Music Classrooms X2, Access to backstage Stairs to 1F: Music Classrooms X7, Music Office, Drama & Office	Access via Prep School ground. Ramp available	Access good.	Very good circulation to the ground floor classrooms and theatre area. Wheelchair access to the first tier of the auditorium	Disabled toilets x2. Electromagnetic holdbacks fitted to doors.	School	Consider contrasting paintwork There are no additional provisions for people with visual or hearing difficulties.
15.	<b>Ryeford Hall Basement:</b>  Boys' changing rooms  GF: Head's Study, Secretaries Office Library & Staff Room  Stairs to 1F Year 8 Common Room, Girls' Changing Room, Director of Studies, Medical Room, Grove Room, and Heads of House  Stairs to 2F: Boys' Toilets, Technology Classroom & Language Classrooms	Access via Prep School grounds, level approach. Parking to the front of the building, Steps to threshold.	Access extremely difficult.	The boys changing area in the basement is accessed by stairs leading down to this area which are steep, and narrow. Provision of additional external lighting in this area has been made. There is good circulation through the ground floor accommodation. Narrow staircase and corridors accessing and circulation the 1st and 2nd floors make this building unsuitable for pupils with physical disabilities.	None		Ramp to front door give access to GF. Handrails both sides of entrance steps, contrasting nosing painted to tread and tactile warnings before steps. As Staff Room is in Ryeford Hall, consider giving access for staff with mobility problems. Paintwork not colour contrasted and no provisions for visual or hearing difficulties.  Ramp could give access to Ryeford Hall, the feasibility of converting existing GF toilets for use by both able bodied and people with difficulties would also need addressing

No	Building & Use	Access to Building	Entry to Building	Circulation inside Building	Special Facilities	Comments	Action/s if disabled/SEN facilities are required
16	<b>Dining Hall</b>	Access to the side of dining hall next to Ryeford Hall via adapted entrance.	Access Good	Good circulation to serving area and lower seating area.	Ramp fitted to internal steps to give access to the upper level  Ramp fitted to side and back entrance.		

### **Improving access to the curriculum**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Evidence of Impact / Outcomes</b>
Short Term	<p>Ensure existing and new teaching staff joining the School in September 2025 and subsequent years have the knowledge and understanding required to support SEND pupils.</p> <p>Identifying the specific needs of SEND pupils joining the School in accessing the curriculum</p> <p>Schemes of work make reference to pupils with a specific learning need and/or Educational Health Care Plan (EHCP)</p>	<p>Periodic training of all staff including start of term induction in providing support to pupils with SEND.</p> <p>Periodic training of all staff in disability discrimination awareness.</p> <p>Review of the pupil population at the beginning of each term to identify issues and develop appropriate strategies.</p>	<p>Staff confidence in providing appropriate teaching and support for SEND pupils.</p> <p>Staff awareness of disability discrimination.</p> <p>SEND pupils can access their choice of curriculum activities as far as possible.</p> <p>Teachers make reasonable adjustments to the delivery of the curriculum for pupils with SEND.</p>	Ongoing with staff during Annual Inset	
	To embed the College's Graduated Response so that staff and parents are aware of the support strategies in place for the different tiers	Staff training and reminders of the graduated response, and Rosenshine's Principles to ensure high-quality teaching to support diverse needs in the classroom	<p>Staff confidence in providing appropriate teaching and support for SEND pupils.</p> <p>Parents aware of the graduated response, and pathways.</p>		
	Needs of each EAL pupil is identified and support strategies put in place	Programme of staff induction and training to include support strategies for pupils for whom English is an additional language	Excellent provision of resources for EAL pupils	Annual staff updates, and induction for new staff	Pupils for whom English is an Additional Language have a much-improved understanding of the language
	Medical conditions of each pupil are identified, and support strategies put in place	<p>Nurses are available to meet with all new boarders and parents at the start of the academic year</p> <p>Health Care plans implemented for pupils with complex medical needs</p>	Allow pupils with ongoing medical conditions to attend school where possible	Ongoing	<p>Pupils properly supported – diabetic pupils in senior and prep schools fully supported at school as boarders.</p> <p>A disabled pupil with EHCP supported through</p>

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Evidence of Impact / Outcomes</b>
		<p>TAF meetings coordinated where a multi-disciplinary approach is required</p> <p>Training provided to staff to help support pupils with medical conditions such as diabetes</p> <p>Consider appointment of assistant to support pupils with complex health needs, specifically diabetes, overnight in boarding</p>			Prep School to the end of Year 8.
Medium Term	To embed the use of assisted technology to increase access to the curriculum through on-going training for staff and SEND pupils in the use of the Read and Write programme and Exam.net for examinations	Acquisition and training to ensure that relevant staff understand what is available and how to utilise the programmes in support of the SEND pupils	Appropriate computer programmes procured and suitable IT support available to ensure full access for SEND pupils including during exams. For SEND pupils, reasonable adjustments have been achieved ensuring access to the curriculum	Ongoing termly and annually	Pupils are using the programmes in lesson and prep and are also able to take examinations supported by the software in line with their exam access arrangements