



ST. ANDREW'S COLLEGE
Cambridge

ACCESSIBILITY PLAN

ST ANDREW'S COLLEGE DOCUMENT	
Issue No.: 01	Document Number: STAN: 0012008
Issue Date: 15/09/2025	Originator:
Version: 01	Responsibility: Head /Facilities Manager / SLT / SENCO
Reason for version change: Update	To be Updated: September 2026
Authorised by: Annette Poulain Date: 01/09/2025	Signature: 

Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable.



ST. ANDREW'S COLLEGE

Cambridge

Accessibility Plan 2025-2028

PURPOSE OF PLAN

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

DEFINITION OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

KEY AIMS

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

PRINCIPLES

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan



ST. ANDREW'S COLLEGE Cambridge

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Boosting training and knowledge of school staff to support students with SEND in the classroom
- Improving access to school trips and activities, to ensure all students are able to attend these essential aspects of the curriculum outside the classroom
- Monitoring and testing for learning difficulties, to prevent students 'falling through the cracks.'

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the school and physical aids to access education.

- While we are limited by the age and style of the college buildings, we pledge to investigate and implement any possible improvements to the physical environment through an audit and a commitment to improvement works within staffing and budget limitations.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Training for marketing and teaching staff on how to make written materials more accessible both within the classroom and in promotional materials.

FINANCIAL PLANNING AND CONTROL



ST. ANDREW'S COLLEGE Cambridge

The principal, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

ACCESSIBILITY ACTION PLAN

Area	Action	Responsible Staff	Cost (GBP)	Timeline	Notes
Mobility	Allocate ground-floor classrooms & boarding rooms	Head / Head Of Boarding	£0	Immediate	Maximise existing accessible spaces
	Portable ramps at key entrances	Facilities Manager	£500–£1,000	0–6 months	Temporary low-step solution
	Clear corridors & outdoor pathway markings	All staff	£200–£500	0–6 months	High-visibility tape for uneven paths
	Lighting improvements	Facilities Manager	£500–£1,000	0–6 months	LED/solar lighting in corridors and pathways
	Grab rails & non-slip mats in boarding bathrooms	Head Of Boarding	£500–£1,000	0–12 months	One bathroom per house



ST. ANDREW'S COLLEGE
Cambridge

Area	Action	Responsible Staff	Cost (GBP)	Timeline	Notes
Visual Impairments	High-contrast signage & tactile markings	Facilities Manager	£700–£1,500	0–12 months	Classrooms, boarding, toilets
	Digital/audio learning materials	SENCo / Teachers	£200–£500	0–12 months	eBooks, text-to-speech apps
	Ensure well-lit corridors & stairways	Facilities Manager	£500–£1,000	0–12 months	Combined with mobility lighting
Hearing Impairments	Visual alarm indicators	Facilities Manager	£500–£1,000	0–12 months	Flashing lights for fire/alerts
	Loop systems / amplified audio in classrooms	SENCo / IT	£200–£500	0–12 months	Supports hearing aid users
	Staff training in communication strategies	SENCo / Boarding Manager	£0–£500	Termly	Lip-reading support, clear instructions
Learning & Curriculum	Alternative assessments (oral, typed, recorded)	Teachers	£0	Immediate	Staff adjustment only



ST. ANDREW'S COLLEGE
Cambridge

Area	Action	Responsible Staff	Cost (GBP)	Timeline	Notes
Emergency Procedures	Allocate accessible classrooms	Head/ Teachers	£0	On-going	Ground-floor priority
	Develop PEEPs	SENCo / Head of Boarding	£0	On-going	Personal Emergency Evacuation Plans
	Inclusive evacuation drills	All staff	£0	On-Going	Mobility, visual, hearing adaptations included
	Flashing visual alarms	Site Manager	£500–£1,000	0–12 months	For hearing-impaired students

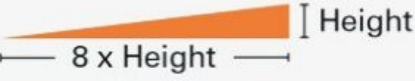
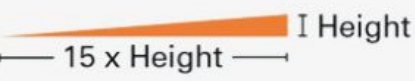


ST. ANDREW'S COLLEGE Cambridge

Accessibility audit completed on 08/10/2022.

Due to the age and building limitations it would not be cost effective and difficult to adapt for a person with physical disabilities.

Due to the number of steps at each building main entrance, the minimum length required for a ramp would be 12M based on the image below (Page 6) and this would be impossible to achieve given current circumstances.

1:6 (10°)*		Acceptable in some cases for short threshold ramps.
1:8 (8°)*		A useful balance between gradient and space suitable for portable ramps in some assisted applications and events.
1:12 (5°)		Often required by social services/local authorities. Minimum required by Building Regulations Doc M for installed ramps.
1:15 (4°)		Sometimes required by social services/local authorities for public or independent access.

* Wheelchairs must descend backwards. Assess safety/risk.



ST. ANDREW'S COLLEGE
Cambridge

MANAGEMENT, CO-ORDINATION AND IMPLEMENTATION

Annual review by Head, SLT, Facilities Manager, SENCO

Plan to be reviewed September 2026