# ACCESSIBILITY PLAN
2025-28

| ST ANDREW'S COLLEGE DOCUMENT | |
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| **Issue No.: 01** | **Document Number: STAN: 0012008** |
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| **Version: 01** | **Responsibility: Head /Facilities Manager / SLT / SENCO** |
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| **Authorised by: Annette Poulain**<br>**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.

# 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

- 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

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 |

| Area | Action | Responsible Staff | Cost (GBP) | Timeline | Notes |
|---|---|---|---|---|---|
| | 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 |
| **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 |

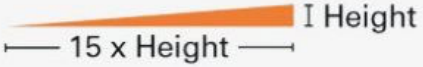
| Area | Action | Responsible Staff | Cost (GBP) | Timeline | Notes |
|---|---|---|---|---|---|
| **Hearing Impairments** | Visual alarm indicators | Facilities Manager | £500–£1,000 | 0–12 months | Flashing lights for fire/alerts |
| | Loop systems / amplified audio in classrooms | SENCo / IT | £200–£500 | 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 |
| | Allocate accessible classrooms | Head/ Teachers | £0 | On-going | Ground-floor priority |
| **Emergency Procedures** | Develop PEEPs | SENCo / Head of Boarding | £0 | On-going | Personal Emergency Evacuation Plans |

| Area | Action | Responsible Staff | Cost (GBP) | Timeline | Notes |
|---|---|---|---|---|---|
| | 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 |

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.

| MANAGEMENT, CO-ORDINATION AND IMPLEMENTATION | |
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| **Annual review by Head, SLT, Facilities Manager, SENCO** | **Plan to be reviewed September 2026** |