



# ACCESSIBILITY PLAN

*This policy refers to both Wellington Senior School and Wellington Prep School*

Headmaster	Eugene du Toit
Author	J L Talling - Director of Operations
Date Reviewed	January 2024
Date of Next Review	January 2025

## **Wellington School – Accessibility Plan**

Wellington School recognises that the Equality Act 2010 imposes a duty on it to make reasonable adjustments to policies, criteria and practices to address potential issues of discrimination (including in relation to disability) and requires schools to have a three-year accessibility plan. 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. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage. Schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled pupils (the planning duty).

Wellington School is non-discriminatory towards students with a physical disability and/or Special Educational Needs. Wellington School is committed to reducing and, wherever possible, eliminating barriers to accessing the curriculum and seeks to maximise participation for all students and prospective pupils who have a disability.

Wellington School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. The School also recognises and respects the right to confidentiality for parents and children.

This plan should be read in conjunction with the School's Learning Support Policy (See Annex 1, below)

Progress against this plan will be assessed annually and recorded in the "Ongoing Review" section, as well as at the end of the planning period at which time the next three-year plan will be developed.

### **Learning Support and Special Educational Needs**

Wellington School is committed to meeting the needs of all its pupils, including those with special educational needs, with reasonable adjustments within the scope of the School's resources. The School aims to enable every pupil to achieve his or her full potential. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory School age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions.

Pupils whose first language is not English may need some additional support to equip them for study.

Wellington School endeavours

- to ensure that all pupils with SEND are identified and supported in the School;

- to ensure that all pupils for whom English is an Additional Language (EAL) are supported as necessary;
- to ensure that a framework of support exists to enable staff to respond appropriately to the needs of pupils;
- to ensure that appropriate resources are available to pupils with SEND and those whose first language is not English. A definition of an EAL pupil with language needs: EAL students with English language needs are those whose verbal and/or written English is identified as currently below the level necessary for maximum achievement within their year group.

The School's full Learning Support Policy is attached at Annex 1.

All staff are made aware, through the Individual Education Plan (IEP), of the needs of each student in their care, and no child will be discriminated against in any area of school life on the basis of his or her emotional needs or learning difficulty. Furthermore, students themselves, as well as their parents, are involved in the production of the IEP and the planning and provision which is to help them with their learning difficulty.

### **Access for Staff**

- The School takes a fully inclusive approach to staff recruitment and always seeks to appoint the best person for any advertised post.
- Appointments are made on the basis of an applicant's experience, qualifications, and references and regardless of gender, disability, race, religion, ethnicity or sexual orientation.
- The School actively implements its Equality Policy in the day to day management of staff.

### **Access to the Site**

- Most parts of the site are already accessible by lifts and/or ramps and staff are available to assist guests with specific needs as required at school events.
- The Director of Operations will assess access needs on an annual basis and will deal with concerns about access as they arise.
- Rooming of the timetable may be adjusted on a temporary or permanent basis to take account of the needs of an individual with a specific disability.
- The School will adapt to individual cases, for example, access requirements for a pupil with a leg injury on a case by case basis.

The Governors and Leadership Team are committed to removing barriers for access across the campus. Accessibility is an ongoing and ever-present challenge which needs constant focus to enable improvements.

This section sets out the School's aims but is not meant to be a prescriptive response to all possibilities.

We want to ensure that the campus is as accessible and inclusive for all students, staff, parents and visitors.

The School maintains a register of planned works which address aspects of accessibility – please see Annex 2.

There is a 3-yearly review of these projects to appraise how successful they have been and to help create better specifications for future works.

Feedback regarding limitations for access and successful access arrangements should inform future decision making and should support a process of continuous improvement.

### **Employment of staff**

Wellington School is an equal opportunities employer. To enable proper assessment of the workplace all relevant information is asked for. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective staff member to take up employment the School is committed to providing those reasonable adjustments.

### **Provision for parents, staff & visitors**

Disabled parking is available throughout the Campus and additional provision can be made available for special events and reserved for the appropriate number of visitors. All efforts to provide short routes and level access will be made as will clear signage and lighting. Main reception and accessible welfare facilities will also be made clear.

### **Delivery of information**

The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet the need, if so requested and it is reasonable to do so. School documents can be available in multiple formats if so requested.

### **Campus**

The School acknowledges that from year to year the intake of students and staff may mean that a previously unplanned scheme of works may be necessary to improve access to facilities based on need.

All planned work meets the relevant legislation including the Equality Act 2010 and approved codes and often will aim to exceed the minimum requirements.

We recognise, however, that our campus, with its historic listed buildings, older buildings which have been converted and purpose built buildings spread across a multilevel Campus, currently presents accessibility challenges for students, staff and visitors with physical disabilities. We are working hard to resolve this and continue to make improvements throughout the Campus. We monitor our buildings and campus and seek to take reasonable steps to improve the School's physical environment in order to increase the extent to which pupils with a disability are able to take advantage of our education, sporting facilities and associated services.

Furthermore, there is a continued commitment to;

- internal door widening
- colour scheme enhancement
- lift provision
- IT upgrades
- Switch and socket re-location
- External step removal / level threshold adjustment
- Disabled parking provision

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- Enhanced welfare facilities

Improvements to accessibility across the campus have been achieved over recent years through small, medium and large improvements to physical facilities at the School including the changes described below.

### **Improvements to the Campus**

The introduction of permanent and temporary ramps at access points to buildings (enabling wheelchair access), more disabled parking bays, as well as the introduction of handrails (for those with more minor disabilities) at key points.

The improvement of lighting around the campus, the introduction of more visible boundary markings (for the partially sighted), and the continuation of a wide-ranging programme to improve pathways across the School campus.

Despite the progress made, it is clear that there are further improvements that could be made, despite the restrictions imposed by

- (1) having very small numbers of disabled students applying to the School or at the School,
- (2) the physical characteristics of the School buildings, many of which are listed and of historic value, and
- (3) the expansive and complex nature of the School campus.

We review and would make required physical adjustments depending on the requirements of students, staff and visitors. The School is designed to meet the needs of all current students, but, once again, adjustments would be required for more severely disabled students; in particular, some classrooms are not accessible for wheelchairs, and navigation around the campus for a blind student would be problematic.

Particular barriers that would need to be removed could therefore include:

- a. Providing access to certain classrooms
- b. Improving “navigation” around and between current School buildings, and removing or overcoming barriers that exist (e.g. frequent changes of levels necessitating many stairs);
- c. Revising emergency and evacuation systems and processes.

### **Transport**

The School and third party bus companies who provide services to the school will wherever practicable offer transport to and from the School that meets the needs of disabled students and will be assessed on a case by case basis.

### **Accessibility Action Plan**

The Action Plan below will form part of the consideration of the following related policies or plans:

- |              |                                      |
|--------------|--------------------------------------|
| • Admissions | • Governing Body representation      |
| • Attainment | • Physical School environment        |
| • Attendance | • Selection and recruitment of staff |
| • Education  | • Sporting education and activities  |

- Exclusions
- Extra-curricular activities
- Staff training
- Welfare

The School is aware of the following DFE Requirement (given Schedule 10 of the Equality Act 2010) inspected by ISI: ISI Inspection Description 190 (a) Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum; 190 (b) Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled; 190 (c) Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

### CURRENT PLAN 2020-2024

The School's Accessibility Plan for 2020-2024 has the following Targets, Strategies and Outcomes:

Target	Standard to be met	Action Required	Lead	Evidence of Impact	Target completion date
SEN Provision	3.2a)	Support staff in recognising, understanding and supporting pupils with ASD across the curriculum.	Head of Learning Support	INSET on ASD, Follow up HoD LS to ensure appropriate exam Access Arrangements are in place e.g. rest breaks Regular meetings with Mental Health Lead	Summer 2022
SEN Provision	3.2a)	Develop new avenues of communication with staff regarding pupils with additional learning needs.	Head of Learning Support	HoD LS on Teaching and Learning working party LS half-termly bulletin Half termly Q&A meeting with departmental reps	From September 2021
SEN Provision	3.2a)	Establish more effective links with the Prep School.	Heads of Learning Support in Prep and Senior School	Fortnightly meetings between HoDs (from Jan 2022) LS in Prep and Senior School Senior School staff to work with Year 5 and 6 pupils, Prep	ongoing

				School Learning Success Practitioners to work with Years 7 and 8 pupils	
SEN Provision	3.2a)	Train a member of the Learning Support team to deliver ELSA (Emotional Literacy Support Assistant) intervention.	Head of Learning Support	ELSA provision in place for Prep and Senior School pupils. Regular meetings between LS HoDs (prep and senior), ELSA and Mental Health Lead	Summer 2023
SEN Provision	3.2a)	Roll out the use of text-speech software for pupils across the senior school with the aim of them being able to use it in external exams.	Head of Learning Support	Pupils eligible for a reader to be using text-speech software in tests, internal and external exams.	In time for Summer 2023 exams
EAL Provision		Support staff in understanding the needs of EAL pupils and supporting them across the curriculum.	Head of EAL	INSET on understanding needs of EAL, and strategies and approaches to support learners. New Staff Induction on supporting EAL pupils is delivered and reviewed annually and keeping track of latest developments in EAL.	From Sep 2021 ongoing annually.
EAL Provision		Develop links with curriculum staff through departmental EAL Representatives with termly meetings providing	Head of EAL	EAL Reps are attending regular meetings and specific issues are discussed and resolved through workshops and a bank of support	From Sep 2021

		practical support and strategies appropriate to specific subjects.		materials produced.	
EAL Provision		Begin to develop skills and resources for EAL teachers to help subject teachers to raise their awareness of academic register to enable better quality responses in exam work.	Head of EAL	Teachers are beginning to refer to register in their lessons, with reference to specific materials. Learners are using appropriate academic language in written work more often.	Summer 2023
EAL Provision		To develop independent learner skills among EAL learners through cross-curricular project work.	Head of EAL	Students have completed an individual/group project each term with feedback from a subject teacher/academic judge. The quality of students' work in curriculum subjects is enhanced through skills developed as part of the scope of the projects.	From Sep 2021 ongoing annually.

### Ongoing Review

Date	Area	Review/Action	Documentation
September 2020	WPS	New RA for pupil with tracheostomy	RA held on file, VKR
September 2021	WPS	Review of pupil with tracheostomy RA by parents and teachers due to new Academic Year	



September 2021	SEND	Ben House qualified to carry out assessments	CPT3A accreditation
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## ANNEX 1: Learning Support Policy



# LEARNING SUPPORT POLICY

*This policy refers to both Wellington Senior School and Wellington Prep School*

Headmaster	Eugene du Toit
Author	Andrew Wilson - Head of Learning Support, Tracey Kaya – Head of EAL
Date Reviewed	January 2024
Date of Next Review	January 2025
Website	Yes

1. Wellington School is committed to meeting the needs of all its pupils, including those with special educational needs, with reasonable adjustments within the scope of the School's resources. The School aims to enable every pupil to achieve his or her full potential.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory School age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions.

Pupils whose first language is not English may need some additional support to equip them for study.

The purpose of this policy is:

- to ensure that all pupils with SEND are identified and supported in the School;
- to ensure that all pupils for whom English is an Additional Language (EAL) are supported as necessary;
- to ensure that a framework of support exists to enable staff to respond appropriately to the needs of pupils;
- to ensure that appropriate resources are available to pupils with SEND and those whose first language is not English.

A definition of an EAL pupil with language needs:

EAL pupils with English language needs are those whose verbal and/or written English is identified as currently below the level necessary for maximum achievement within their year group.

## **2. Information about the School's provision**

Aims and objectives:

- The staff and governors in the School will be aware of the importance of identifying and providing for those pupils who have SEND or EAL.
- The Governing Board and the teaching staff will ensure that necessary provision is made for any pupil with SEND or EAL and that those needs will be made known to all who are likely to teach him or her.
- Links between the Prep and Senior Schools are well established. These links will continue to be developed to further enhance transition for those pupils with SEND who will be progressing to the Senior School.

- Liaison with parents of pupils with SEND will further support pupils to achieve their potential. Effective communication between School and parents is especially recommended for all pupils with additional needs.
- Pupil referrals made by teachers or parents will be acted upon within 15 working days.

### **3. Evaluating the implementation and effectiveness of the policy**

The implementation and effectiveness of the Learning Support Policy are evaluated in a number of ways.

- 1) Pupil referrals made by teachers or parents are acted upon within a reasonable period of time (15 working days).
- 2) For pupils in Years 7 and 8, Individual Education Plan (IEP) targets met.
- 3) Achievement and Effort Grades as expressed through the School report system.
- 4) Achievements in class-based assessments, GCSEs, IELTS, A Levels and other external examinations.
- 5) Achievements in School examinations.

### **4. Admission arrangements (Please read this in conjunction with the School's Admissions Policy)**

Wellington Prep and Senior Schools admit young people with special educational needs and learning difficulties or disabilities who are likely to benefit from what the School has to offer. Entrance assessment to the Prep School at Foundation Level (Nursery and Reception) includes parental interview and observation of the children at play in a small group. In Key Stages One and Two assessment will also involve aspects of numeracy and literacy.

Appropriate Access Arrangements are put in place for the Entrance Examinations when parents or previous Schools have provided evidence of need (Educational Psychologist's report, report from a qualified Specialist Teacher, or from a medical professional).

Parents are responsible for informing the School about any specific needs their children may have upon entering the School. Parents are required to forward to the School any assessment reports which clarify their child's specific difficulties (these might include reports written by educational psychologists, specialist teachers of SEND and teachers from previous schools). Such reports may be used to help determine whether the School is able to meet the particular needs of a child with specific difficulties.

All potential entrants to the School with EAL will be required to take an assessment to ensure that appropriate support can be arranged.

### **5. Inclusion**

All teachers in the School are teachers of pupils with SEND and EAL. Wellington School adopts a 'whole school approach' which involves all staff adhering to a model of good practice. All teachers are committed to understanding and providing for the needs of all pupils with additional needs.

### **6. Co-ordinating support**

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The School recognises that good practice for SEND pupils is good practice for all pupils.

The School recognises the importance of identifying pupils with SEND as early as possible. Pupils are monitored for learning difficulties and screened for dyslexia in Year 1 and Year 4 in the Prep School and in Year 7 in the Senior School. Screening in the Prep School includes the Dyslexia Screener Test. Children presenting difficulties in Year 2 and above are screened using a variety of assessments dependent upon the nature of the concern. All new entrants to the Senior School are screened for dyslexia.

SEND and EAL are part of an ongoing Inset programme via Head of Department meetings, whole school meetings and within individual departments.

SEND features as a regular agenda item for Key Stage meetings in the Prep School and some Departmental Meetings in the Senior School.

Senior Management are aware of the procedures of the Learning Support Department.

The Learning Support Department works closely with all other departments to encourage effective support for pupils with dyslexia, dyscalculia, dyspraxia and other learning difficulties.

The Learning Support Department is allocated a budget which provides materials for assessing and supporting individuals with SEND. The EAL Department is allocated a budget for supporting pupils with EAL.

Contact with parents is made before a student begins in the School through the Application Form.

The strategy for assessing and supporting individual students' needs is always discussed fully with parents. Parents are encouraged to meet with the Head of LS to discuss Educational Psychologists' reports, and support.

Informal communication with parents by telephone and e-mail is encouraged and should occur frequently.

## **7. Access to the curriculum**

The Learning Support Register

- Students with SEND are placed on the Learning Support Register.
- This is a working document and is available to staff on Firefly.
- Any changes and additions will be communicated by e-mail.
- Members of teaching staff are encouraged to familiarise themselves with the information about the students they teach to inform lesson planning and delivery.
- Detailed information about pupils with EAL is available to staff in electronic form on Firefly, EAL, and hard copies are available on request.

For most pupils with SEND and EAL individual needs will be met in the classroom. The curriculum may be differentiated or the teaching style and practice adjusted to reflect these additional needs. In practical terms, examples of this might include: issuing photocopied summary notes for dyslexic pupils, less writing on the board for pupils to copy, allowing pupils with handwriting difficulties to use laptops, sitting easily distracted pupils close to the

front of the class and away from windows, adjusting the activity in terms of presentation. EAL pupils may wish to use electronic translators in lessons.

Lesson plans should indicate how the needs of pupils with SEND and EAL are accommodated.

In the Prep School, Learning Success Practitioners (LSPs) work with small groups of children to support their numeracy and literacy skills. LSP work is carried out under the direction of the class teacher or Head of LS.

In Years 7, 8 and 9, some pupils are timetabled for specific learning support sessions, which may focus on developing literacy, curricular support, study skills and providing time and space to manage their workload. This will normally necessitate withdrawal from a particular timetabled subject. The Learning Support Department will, in consultation with the student, parents and subject teachers, decide which subject will be most appropriate for withdrawal.

Whilst the LS Department itself does not charge for any sessions, the School may recommend that a pupil receives additional Maths tuition, which the parents will be asked to agree to and fund.

In Year 10 and beyond, students may be withdrawn from a subject and attend the department for curricular support, where the focus will be on study skills, the use of assistive technology, managing workload and planning assignments. Parents will not be charged for curricular support.

In years 12 and 13 for pupils with EAL, IELTS lessons are compulsory for those who have not achieved either a First Language English GCSE Grade 4\* or better, or an IELTS Band 7 with a minimum of 6.5 in each skill area. \*Lessons may become compulsory if UCAS universities require higher grades or a Speaking Component.

## **8. Examinations**

Pupils with SEND and EAL do not automatically qualify for Access Arrangements. When undertaking external examinations some pupils with SEND or EAL may require some form of Access Arrangement, which is established by prior application to the examination board under JCQ regulations. For example, some pupils may be granted additional time, have access to a reader or be allowed supervised breaks in examinations. Others may be permitted to use a word processor or bilingual dictionary.

1. Arrangements.
2. The provision of Access Arrangements must not give a pupil an unfair advantage.

Pupils who qualify for Access Arrangements, according to the Joint Council Qualification regulations, will be given the opportunity to use their specific Access Arrangement in both Year 9 and Year 10 end of year exams and in their GCSE rehearsal exams.

## **9. Responsible Persons**

The responsible person for SEND is:  
Mr Eugene du Toit (Senior School)  
Mrs Vics Richardson (Prep School)

The sub-committee of the Governing Board with responsibility for SEND is the Academic Committee.

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The person overseeing the operation of the School's Learning Support policy is the Head of LS:

- Mr Andrew Wilson (Senior School)
- Dr Celia Dillow (Prep School)

The person overseeing the operation of the School's EAL provision is:

- Mrs Tracey Kaya (Senior School)

### **9.1 The role of the Head of Learning Support**

The Head of LS, with the support of the Head, pastoral staff and the Governing Board is responsible for:

- Overseeing the operation of the School's Learning Support policy
- Co-ordinating provision and monitoring IEPs (where used) for pupils with SEND
- Assisting in the development, monitoring and evaluation of the Learning Support Policy
- Contributing to the in-service training of staff in relation to SEND
- Liaising with parents of pupils with SEND
- Liaising with the School's Examination Officer and outside agencies
- Maintaining a central record of all pupils with SEND

### **9.2 The role of the Head of EAL**

The Head of EAL, with the support of the Head, pastoral staff and the Governing Board is responsible for:

- Overseeing the operation of the School's Learning Support policy in terms of EAL
- Co-ordinating provision and monitoring IEPs for pupils with EAL
- Assisting in the development, monitoring and evaluation of the Learning Support Policy regarding EAL matters
- Contributing to the in-service training of staff in relation to EAL
- Liaising with parents of pupils with EAL, when appropriate
- Liaising with the School's Examination Officer and outside agencies
- Maintaining a central record of all pupils with EAL

### **9.3 The role of teachers**

Teachers are responsible for:

- Being vigilant for pupils who might appear to have a learning difficulty or disability
- Supporting pupils in class who have SEND or EAL
- Planning differentiation
- Liaising with the Head of LS/Head of EAL
- Development and delivery of IEPs where applicable

### **9.4 The role of parents**

Parents play a key role in enabling their children to achieve their potential. Parents are encouraged to:

- Inform the School about any specific needs their children may have upon entering the School, and providing copies of formal assessments written by educational psychologists, specialist teachers or other professionals
- Request assessment if they feel necessary
- Allow initial assessment to take place within the School to establish the possible existence of learning difficulties (parents will not be charged for initial assessment)
- Participate in sympathetic and positive discussion in relation to their children's difficulties, attainment and progress.

## **10. Specialist resources**

Specialist rooms are set aside in the Prep and Senior Schools for the support of additional learning.

A range of books suitable for dyslexic and reluctant readers can be found in the library. EAL students may borrow books from ILC Suite, EAL Office as well as the library.

Glossary (abbreviations used)

EAL:	English as an additional language
IEP:	Individual education plan
LSA:	Learning support assistant
SEND	Special educational needs and disability
SpLD:	Specific learning difficulties
Head of LS:	Head of Learning Support (job title for Special Educational Needs Coordinator (SENCo))



## Annex 2

<b>ANNEX 2 ACTION PLAN FOR IMPROVING ACCESS FOR THE PHYSICALLY DISABLED</b>				
<b>To Increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School</b>				
<b>1 April 2016 – August 2024</b>				
<b>Venue</b>	<b>Work required</b>	<b>Programmed date</b>	<b>Completed</b>	<b>Comment</b>
<b>Prep School</b>	Assembly points – training for staff ongoing Access excellent in main school. Year 5 and Year 6 classrooms less accessible.	Ongoing	Ongoing >5 Years	Provision to use main school classrooms if necessary.
<b>Alan Rogers Centre (ARC)</b>	New building for English, SEN and exams.			Excellent access to all rooms and facilities. Also connected to Sports Complex on the ground floor.
<b>Sports Complex</b>	First floor assembly point for evacuation.	Ongoing	Ongoing	Regular staff briefings on evacuation points. Improved evacuation through ARC.
<b>Reception – Main Building</b>	Access through entrance narrow.		Done	2013 - entrance improved and widened. Much improved access for disabled.
<b>Great Hall/Small Hall</b>	Access to stage – poor.	>5 Years	-	Most plays are now performed in the round, reducing use of stage area. In the long term, provision of platform lift in Corner Building.
<b>Staff Hub</b>	Potential to review and enhance facilities within the hub	>3 Years	Ongoing	Good level access to the Staff Hub and ongoing opportunities to enhance access and facilities further

<b>Dining Hall</b>	Access to Dining Hall – poor.	>5 Years	-	Access to upper dining room from outside has been improved but access to serveries still limited. Catering team can adapt offer to cater for any requirements. Greater use of Café, Prep Hall and ARC when required.
<b>AV Building- now the Sixth Form Centre</b>	G Floor access ramps Upper floors	5/10 Years -	- -	As part of planned refurbishments. Access to first floor available via Great Hall Entrance, access to second floor classrooms not possible and is being considered as stairwell will be upgraded New handrails fitted to the front stairs and new flooring
<b>Dukes</b>	Access to lower ground, lower and upper first floors to be improved.	5/10 Years	-	Planned refurbishments of 'New Quad' between Dukes and AV/Sixth Form Centre will give access to upper ground floor library, lift access between floors to be considered in future.
<b>Chapel Nursery- now known as the Studio</b>	Disabled Access.	September 2016	Completed	
<b>Northside</b>	No access to first floor (Junior houseroom and classrooms).	>10 Years		Incorporate lift in future refurbishment. If necessary, arrangements to move the house room to the ground floor could be made.
<b>Science Block</b>	Lecture theatre & toilets on first floor. Future, improved access to first floor.	>10 Years	Completed	Chair Lift installed September 2014. Consider installation of lift in future refurbishment.
<b>Lippencott</b>	EAL Centre. Improvements to access made	Completed		Ground floor only, further refurbishment proposed
<b>Southside Drama Studio</b>	Refurbished classrooms.	>3 Years		Much improved access for physically disabled.
<b>Café 37 – Toilet Facilities</b>	Fully compliant with Building Regulations & Disabled Access requirements when complete and further WCs proposed	Ongoing		Second Phase, Facilities – to have Disabled WCs have commenced and completion of works delayed due to Covid Disabled WC currently available in Northside

<b>Chapel</b>	Ground floor access reasonably good, some steps, first floor poor access. Ramps available if required	Ongoing	Ongoing	Building is Listed – any works proposed will be assessed and where possible access improved and enhanced
<b>Music/Small Hall</b>	Music Department moved to Corner Building. in 2010. Platform lift to be fitted in the future.	>10 Years		Refurbishment being considered and would incorporate lifts and ramps
<b>Swimming Pool, Squash Court and Climbing Wall</b>	Ramped access, although no gradient measurements have been undertaken as part of this survey. Handrails present, limited access to pool side and court/climbing wall	>8 Years		Potential to redevelop this site and all access opportunities would be considered as part of the redevelopment to meet latest legislation. In the meantime, limited access and minor improvements undertaken

<b>Avenue</b>	Ground floor access good and a single disabled person could be accommodated – rest of build unsuitable for disabled.	Ongoing	Ongoing	Change of use to Music Teaching areas from September 2021 Upper floors not necessary for physically disabled. Toilet facilities improved and further refurbishment works planned
<b>Beech</b>	Ground floor access good. An additional ensuite bedroom has been created in 2023 First floor – no access	Ongoing	Ongoing	Some doors may need widening as necessary. 2013 – rear access opened up through Common Room.
<b>Grange</b>	Ground floor – Disabled parking and access allowing possibility of boarding for staff and/or students. First floor – no access.			Has had refurbishment - former usage as a Residential Nursing home with external disabled ramps etc.
<b>Overside</b>	Ground floor access reasonably good – narrow corridors. Upper floors poor.	>10 Years		If required, ground floor rooms could be converted but major refurbishment would be required to convert. Will depend on long-term usage of the building as a boarding house.
<b>Lights</b>	Access to Lights is poor.			Would not be used for long-term disabled. Willows would be used instead. Major refurbishment completed 2015.
<b>Willows</b>	Good access to Ground Floor. Access to upper floors would require a lift.	>5 Years		Future refurbishment to include platform lift.
<b>Whole Site</b>	Established continuous planned works which contribute to accessibility improvements. Works have been undertaken to improve access including handrails, colour scheme enhancement, level thresholds, access control to buildings, line marking to steps and repainting	Ongoing		Campus wide improvements
<b>Whole Site</b>	Accessibility review and audit of internal and external spaces to all	To be actioned in the budget for 2022/23		Ongoing for whole campus

	buildings to improve and evolve action plan for 2021-2024			
<b>Building Projects</b>	Implement agreed refurbishment and new building projects as required. Design, cost and submit planning and conservation officer applications to the Local Authority	Ongoing		Ongoing for the whole campus as projects come forward
<b>Whole Site</b>	Review annual progress, and adjust the ongoing plan to accommodate any recommendations	Yearly		Ongoing for the whole campus