



ACCESSIBILITY PLAN

ETHOS AND AIMS

Rendcomb College ('the School' strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

LEGISLATION AND GUIDANCE

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. 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 School's Learning Development Departmental Policy and Handbook sets out the School's policy on reasonable adjustments.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Learning Development Departmental Policy and Handbook outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's 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. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school



events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding Children (Child Protection) Policy and Procedures.

The plan will be made available online on the school website, and paper copies are available upon request.]

HOW THE PLAN IS CONSTRUCTED

The School has and will continue to undertake the following:

1. to review on an annual basis the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare and review the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

Although we are restricted by the topography of our extensive school site and the size and internal structure of our historic buildings, it is our aim to ensure that any prospective pupil, who fulfils our admissions requirements, is able to come to our schools irrespective of personal disability or special education need.

Since 2007 substantial work has been undertaken at Rendcomb College to improve physical access for any pupils, parents, staff or visitors with disabilities or mobility problems. We have also adapted methods of work to ensure that the needs of pupils with additional educational requirements are met in full.

Over the last ten years we have completed the following physical adaptations and work methods to ensure better access:

- Creation of a fully compliant disabled toilet in Main Building. This is fully accessible at ground level.
- All parent events (parent evenings, concerts etc) are held on ground floor which is fully accessible.
- Provision of readily available mobile ramps for use within the Main Building.



- Construction of Griffin Centre including accessible entrance slopes linking all other areas of site.
- Refurbishment of boarding house bathrooms with fully compliant disabled toilet facilities.
- Provision of examination papers in different colours and fonts, and suitable reading pens.
- Provision of a small medical area on the ground floor of the main building.
- Improvements to roads and pathways including the use of tactile paving for those with poor sight.
- Provision of disabled parking bays outside the Main Building and Griffin Centre.
- Provision of additional hand and grab rails.
- Relocation of SEN department to a ground floor, level-access area in the centre of the campus.

In addition, specific pupil needs are identified and disseminated to staff via ISAMs SEN report and My Plans on Microsoft Teams prepared by the SEN department. This will include details for staff including educational styles, strategies for teaching and learning, provision of in-class support where appropriate and advice on the preferred position within a classroom for each child.

Current Assessment

The Main Building and Junior School is Grade 2* listed and dates from the late 1800's, before accessibility issues were considered. All of the ground floor is accessible via two primary entrances (one with the aid of a mobile ramp) with wide doorways and corridors, however this gives access only to a limited number of classrooms and general areas. Much of the flooring in the Junior School area is of an uneven nature owing to its listed status. The upper floors remain inaccessible to wheelchair users and those with severe mobility problems.

Stable Block (main classroom area) is located some distance away across site and is Grade 2 listed. The ground floor is accessible with mobile ramps as needed, however the upper floor is inaccessible as it is served by narrow staircases.

Sports Hall. This is a single level building so is accessible, albeit with a small step at the entrance door requiring a mobile ramp.

The Griffin Centre was built in 2016 and is therefore fully compliant for access and movement purposes.

Sports pitches. The main sports pitches are located 0.25 miles away from school and would therefore only be accessible via transportation.

Old Rectory Sixth Form house. This is a Grade 2 listed building with accessible ground floor accommodation, although the upper floors are inaccessible for wheelchair users. The flooring on the ground floor is of an uneven nature owing to its listed status.

Old Rectory Learning Development Centre. This is located in a Grade 2 listed building, but has level access throughout and has even floor coverings. There is a ground floor disabled accessible toilet.



Godman House. This is a boarding house where ground floor access would be available, although the upper floor is currently inaccessible to wheelchair users.

Stable House boarding house is accessible to wheelchair users in that they can offer ground floor living and bathroom facilities.

Squash court and Gym. This offers single floor facilities so would be accessible once inside, however it is located up a steep sharp slope which would be inaccessible to wheelchair users.

Astro pitch. This is located on a flat area of site and has wide pathways leading to it.

Lawn House boarding house offers ground floor accommodation but would require a ramp to be installed to cover a two-step flight.

Art and Music Block. This building can allow for accessibility throughout the ground floor, incorporating the Art and the DT departments. The Music department is currently inaccessible to wheelchair users as it is located on the upper floors.

Forest School and Woodland Classroom. These areas are located on a steeply sloping section of site so would not be considered accessible at present.

General paths and roadways. The school is built on a sloping site, so although paths and roadways linking the site are well-constructed and of suitable materials, the natural gradients of the site are greater than ideal.

3-Year Action Plan

The aims of the plan are to provide better access to the physical environment, to the curriculum, and to information. In the 3 year period from September 2024 – August 2027, the following is currently planned for physical changes:

2024-2025

Consider creating accessible access throughout remaining boarding houses where possible and practicable.

Look at procurement of accessible adapted minibuses when replacing current minibuses.

Ensure that the remote learning strategy takes account of the needs of pupils with particular learning challenges and adapt it accordingly.

2024-2027

Continue to introduce differentiated colour schemes as ongoing redecoration to give good visual support and recognition of pupils with sensory needs and those on the Autistic Spectrum, minimising visual over- stimulation. Continue to use muted colours and calm lighting.



Ongoing

Ensure that all redecoration work during refurbishment gives good visual separation (differentiation between doors, walls and skirtings), and that carpet replacements are chosen to be a product that is low-pile and high density for ease of wheelchair use.

Continual evaluation of emerging technologies such as computer readers and advanced reading pens to meet specific pupil needs.

Provide as needed read-aloud rooms, scribes, readers, prompters; these to be provided within the frameworks for examinations. This is an ongoing provision within the school.

Review

This plan will be reviewed each year by the Head of College and Bursar and will be adapted and amended as necessary to meet any additional needs of prospective pupils.