



# **Etone College** Accessibility **Plan**

Produced December 2019  
Reviewed July 2023  
Review July 2025

## Equality Statement

*Etone College staff and governors are committed to ensuring that all pupils are offered the best possible opportunity to reach and exceed their potential, irrespective of their ability. We believe that no child is left behind and strive to make Etone College the best school in the country.*

### Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our vision statement by:

Continuing to improve all aspects of the physical environment of the school site, curriculum access and information accessibility which will allow all disabled pupils to take full advantage of the education and associated opportunities provided by the school.

Whilst we commit to reasonable adjustments being made to accommodate all pupils and staff, allowing them to participate fully in school life, the physical geography and location of the school site prevents us from being fully accessible.

### Definition (Equality Act 2010)

"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".

### Recent School Developments:

|             |  |
|-------------|--|
| <b>2011</b> | New Passenger lift installed for DDA access to First Floor in Sixth form   |
| <b>2012</b> | Evac Chair purchased for Sixth form  |
| <b>2011</b> | Installation of DDA compliant toilets and showers for students and staff within the Sixth form                           |
| <b>2013</b> | Evac Chair purchased for Express block   |
| <b>2013</b> | New Passenger lift installed for DDA access to First Floor in Express Block  |
| <b>2013</b> | Induction loops fitted to all classrooms in the Express block  |
| <b>2013</b> | Upgrade of various light fittings to LED fittings  |
| <b>2013</b> | Installation of 4no DDA compliant toilets for students and staff within the Express block                                |
| <b>2014</b> | Installation of additional illuminated fire exit signage   |
| <b>2015</b> | Installation of additional illuminated fire exit signage   |
| <b>2015</b> | Installation of emergency light covering all areas of darkness   |
| <b>2015</b> | Remodeling of into classroom and 2 interview rooms for one to one teaching and for access to students with poor mobility |
| <b>2015</b> | Installation of new entry/ exit doors incorporating low level thresholds   |
| <b>2018</b> | Additional step built into the entrance door to C0-3 to support access   |
| <b>2019</b> | All external steps and kerbs have been highlighted   |
| <b>2021</b> | Refurbishment of pupil toilets   |
| <b>2023</b> | Refurbishment of Success Centre pathways and security fencing  |
| <b>2023</b> | Remodeling and Refurbishment of Football Academy Hub   |
| <b>2023</b> | Remodeling of Food Technology classroom  |
| <b>2024</b> | New Tanner Building including 23 classrooms, offices and pupil toilets (Inc. disabled toilets)                           |

## **Individual Needs**

Priorities set out in this plan may alter to accommodate the changing needs of individuals, as advised by the Headteacher and SENDCO.

## **Premises**

To ensure that any developments do not fall into disrepair, all improvements made under this accessibility plan will be rebuilt into the regular checks of the Site Team and the Site Manager.

### **Specific Priorities include:**

- To review all paving slabs and replace as appropriate with new or flat tarmac surfaces.
- To review all hand rails around school site ensuring their appropriateness and visibility.
- To review the security and accessibility of the student reception area.
- To service, review and upgrade the school fire alarm as appropriate as finances allow.
- To review the school's responsibilities in this area under the provisions of the Equality Act (2010).

### **In addition to these priorities Etone College will:**

- Consider making relevant switches, alarm controllers, and door handles at wheelchair height for new installations.
- Provide Evac chairs for relevant areas of the site and ensure ongoing training.
- Consider the provision of an induction loop in the main reception area if finances allow.

## **Curriculum Access**

The school's Vision Statement and SEND Policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

### **Specific priorities include:**

- The PE activities offered to pupils based on individual needs.
- Consideration given to reviewing location and delivery of curriculum subjects due to the needs of individual pupils.
- Providing curriculum material in large print for visually impaired pupils.
- Ensuring curriculum access for pupils with physical disabilities provided at ground floor level or in areas where a passenger lift and Evac chairs are accessible, where appropriate.

## **Information Accessibility**

Etone College is committed to ensuring that all information disseminated is done so in such a way as to be inclusive for all relevant audiences.

### **Specific set Priorities include:**

- Ensuring all policies, Plans & Parental letters are uploaded to the school website allowing target audience to view them in large text.

- Where possible translating parental letters into home languages for non-English speaking parents.

### **Associated Policies and Plans**

This plan is written in association with and should be read in conjunction with other relevant documents including:

- SEND Policy
- Equal Opportunities Policy
- Curriculum Statement
- School Evaluation and Development Plans
- Exams Policy
- Exams Disability Policy
- Health & Safety Policy
- Fire Evacuation Procedures

### **Review & Evaluation:**

This plan has the status of a policy of the Governance Advisory Board and will be reviewed accordingly. It is monitored by the Headteacher and Site Manager who will report on progress made to the Governance Advisory Board.