



**SLINDON
COLLEGE**

ACCESSIBILITY PLAN 2025-2027

Last review: August 2025
Next review: August 2026
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Approved by: Curriculum & Staffing Committee

Slindon College 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 College whilst realising the constraints of the building. The key to delivering this commitment is the College's work to improve the rights and access of disabled people whom the College comes into contact with be they pupils, parents/carers, staff, or visitors. As such, we aim to ensure that wherever possible, people with disabilities are not segregated or excluded by unnecessary barriers.

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 College's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the curriculum,
- improve the 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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The College aims to create a culture of inclusion and diversity in which people feel able to disclose a disability should they wish to do so, and to discuss or request reasonable adjustments to the environment in order to promote equal participation in the College's services and activities. At the same time, the College will disseminate information about services, support and facilities that may be available to pupils, parents/carers or staff.

Under its Department for Education designation, the work of the College is to provide educational and social support to young people who experience additional specific needs such as: Specific Learning Difficulties, Speech and Language/Communication Disorders as well as other needs or diagnoses, for example, Dyslexia, Dyscalculia, Dyspraxia, ADHD, ADD, ASC and other difficulties. In addition, and acting within SEND guidance, it may be appropriate for the College to provide education to young people who have other disabilities or difficulties, provided they are compatible with the efficient education of other pupils at the College, and that by attending they do not pose a significant risk to Health and Safety. It would not be appropriate for the College to provide education for pupils with profound and/or multiple physical or learning difficulties.

Disability Discrimination Act obligations

From October 2004, the Disability Discrimination Act (DDA) obliged any service provider, or any provider of a building or place that is open for people to enter or use, to remove existing physical barriers and make reasonable changes so as to allow disabled people access. The Code of Practice (Rights Page 3 of 4 Disability Access Policy and Plan. November 2018 of Access: Goods, Facilities, Services and Premises, Disability Rights Commission, 2002) also states a service provider must provide service in a non-discriminatory way, noting that "it is recognised good practice for a service provider to consider first whether a

physical feature which creates a barrier for disabled people can be removed or altered.”

The Code of Practice also states that it is sensible to remove or alter a barrier to access “whenever a service provider is planning or executing building or refurbishment works, such as extending existing premises or making structural alterations to an existing building”. As part of this, the College has made changes to some of its existing facilities where possible.

Improving access to the curriculum				
No.	Action	Priority 1=Low 5=High	Timescale	Responsibility
1.	<p>Assessment of new pupils for additional needs and the provision of appropriately delivered curriculum and learning support</p> <p>New pupils will be assessed to ensure correct curriculum provision is offered.</p> <p>New pupils will be added to the SEND register and medical information accessible by all staff.</p> <p>New pupils' needs will be communicated to all staff verbally and/or in writing to ensure awareness and tailored support. Migrate to Engage by June 2026.</p> <p>Teachers will provide differentiated material/support when teaching according to needs.</p> <p>LSA's will provide targeted support according to needs.</p> <p>Extra provision on a 1:1 basis will be provided to meet the needs of the pupil/the requirements of an EHCP with either an iLSA or member of the Learning Support Team.</p> <p>Learning Energy and Zones of Regulation used to promote regulation and develop self-regulation strategies. Practice yoga and mindfulness provides calming opportunities for pupils who find classroom environments challenging.</p> <p>Use of picture cards and story maps to assist pupils to understand and organise information.</p> <p>Dyslexia friendly classrooms and 1:1 teaching environments with uncluttered spaces, displays restricted to display boards, resources</p>	5	<p>Ongoing</p> <p>Ongoing</p> <p>June 2026</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Headteacher/ Admissions Officer/ SENCO/ Assistant SENCOs/ LSA's/ Learning Support Team</p>

	<p>stored out of site/neatly to create an organised and predictable environment minimising sensory overload by creating a calm, clutter-free environment.</p> <p>Ensure all school environments avoid overstimulation to assist learning, adjust environments where necessary.</p>			
2.	<p>Working in partnership</p> <p>The College will work in partnership with any other agencies/professionals who are, or may be, involved in any assessment or provision for a disability including Annual Reviews for all pupils with EHCPs.</p>		Ongoing	
3.	<p>Staff training</p> <p>The College induction for new staff includes training for academic staff on the pupils and their needs and awareness training on specific needs.</p> <p>The College provides specific training either online or through its INSET schedule or weekly staff meetings for academic staff on how to support pupils with a particular learning difficulty and/or disability. Continuing Professional Development encouraged.</p> <p>Lesson Observation feedback includes professional discussions on differentiated learning.</p>		Ongoing	
4.	<p>Use of technology and specialised equipment</p> <p>The College will continually strive to improve the use of a broad range of assistive technology (reader pens, ipads, alternative keyboards etc.) .and targeted software (text-to-speech, speech-to-text software, e-reading guide etc.) in all learning environments in order to provide greater access to the curriculum. Touch typing lessons and progress tracking are part of Key Skills sessions delivered weekly.</p>		Ongoing	

	Coloured overlays or coloured paper or enlarged text available for pupils with dyslexia and visual difficulties. Use of wobble cushions, weighted blankets, pencil grips, fidget and chew toys etc.			
5.	Differentiation The College will ensure that appropriate differentiations are made to teaching materials and support strategies, in order to meet pupils needs. Widgit is used throughout the College ensuring communication rich environments. Timetables are visual.		Ongoing	SENCo, OT, Teachers.
6.	Assessment All students complete a CAT4 in year 7 or upon entry. Additionally, Slindon pupils' literacy and numeracy is assessed through the STAR Reading and STAR Maths online testing 4 times per year - twice in the Autumn term at the beginning and end of the term and once in the Spring and Summer terms. New Group Spelling Test (NGST) is an adaptive assessment which allows termly monitoring of spelling skills, benchmarked against the national average. These tests are used to monitor progress, inform planning and identify areas for further adaptations or interventions.		Ongoing	
7.	Sensory Integration The College supports pupils to receive, process, and respond to sensory information from the environment and their body. The College implements a variety of strategies by creating sensory-friendly environments (sensory garden, sensory snug, Occupational Therapy suite) offering individual sensory tools (ear defenders etc), and providing sensory-based activities such as movement breaks or tactile play. Our Lead Occupational Therapist oversees the development, implementation and training of staff in suitable		Ongoing	SENCo, OTs Teachers

	strategies.			
8.	<p>Behaviour management</p> <p>The College follows a restorative approach to behaviour management which enables are pupils to re-visit incidents in a calm and supportive environment. Staff will be offered, regular, training on universal behavioural strategies but also specific training in order to meet individual behavioural needs. To support staff with having restorative and reflective conversations with pupils, the Green Room is staffed by an Interventions Learning Support Assistant (iLSA) between 1 and 1:30 each day. Staff can request that pupils meet them there after an incident occurs. Staff can choose to have the conversation independently or to involve the iLSA. Pupils can be booked in for time in the Green Room via the Engage Portal.</p>		On going	Headteacher, Deputy Head, SENCo
9.	<p>Targeted interventions.</p> <p>The College offers a variety of targeted interventions to pupils dependent on their identified needs and / or presentation. Occupational Therapy, Speech and Language Therapy, Social Emotional Aspects of Learning, planned Time to Talk sessions, identified 'trusted' adults.</p>		Ongoing	SENCo, Heads of Houses
Improving access to the physical environment				
No.	Action	Priority 1=Low 5=High	Timescale	Responsibility
1.	<p>Staff and visitors car parks</p> <p>People who have impaired mobility have close access to the main building entrances with sufficient open space so as to ensure maximum accessibility.</p>		Ongoing	Bursar

	<p>Car parking and other transport facilities is designed to allow arrival by car, or be accessible to a mini bus or taxi, with sufficient space to fully open a car door so as to transfer into a wheelchair, or to stand up with the help of sticks, crutches or walking frames, on a level road surface beside the vehicle.</p> <p>At least two parking spaces to be reserved for disabled motorists or their passengers and this will be visually different from the other parking.</p> <p>The disability parking bay will be permanently reserved for use at the edge of the College car park and within 50 metres of the main building entrance.</p> <p>The parking bay for disabled motorists has a driver-eye-level sign at the head of the bay.</p>		<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>Bursar</p> <p>Bursar</p> <p>Bursar</p> <p>Bursar</p>
2.	<p>Accessible paths and access into buildings</p> <p>Pathways around the main building and extended classroom blocks are designed to allow for their practical use and for other pedestrians to pass.</p> <p>The design of landscaping does not impair the personal safety of disabled people, ensuring that those using wheel chairs will be visible at access ways, entrances and junctions'. Accessible paths will be planned to have a hard surfaced or compacted nature so as to be firm without trips or gaps in paving.</p> <p>Access to the main building has a kerb that is low and within the constraints of the listed status of the building which allows easy access from the drive. The main building houses the assembly hall and dining room.</p> <p>The disable toilet is accessed via the main foyer and is unobstructed. Pupil and staff toilets are available on the ground floor.</p> <p>Meeting spaces are available on the ground floor.</p>		<p>In place /ongoing as projects are undertaken /as required.</p>	<p>usar</p>

	<p>Classrooms are available on the ground floor. The entrance to the College is a double door entry so as allow full wheel chair access. The College will install ramps and other aids as and when required within the constraints of the building. The College has adequate lighting externally but some require replacement (DT/Front/English).</p>	5	As required Autumn 2025	Maint Manager Maint Manager
3.	<p>Temporary Adaptions Make any adaptions possible to the school day, timetable, classroom, location for any wheelchair bound or limited mobility (for a short period of time) pupil or member of staff. Ensure key areas of the College are accessible such</p>		As required	Maint Manager
4.	<p>Refurbishment As the College refurbishes rooms it will consider whether furniture and equipment are selected, adjusted and located appropriately. This will involve looking at lighting, colour schemes, acoustics and evacuation routes. In line with DDA requirements, the College will ensure that whenever any new building or alterations are being considered, sufficient time will be given over to planning for improving and providing for disability access.</p>		As projects are undertaken	Bursar/Maint Manager
Improving access to information				
No.	Action	Priority 1=Low 5=High	Timescale	Responsibility
1.	<p>Communication with parents The College's management information system 'Engage' portal is the main form of parental/carers communication and includes details parents require such as timetable, school calendar, reports, invoices.</p>			

	<p>Annual review of content of the parent/carer portal. Annual new Academic Year letter gives/re-iterates forms and means of communication. Annual parents/carers evenings for all year groups and new starter settling in feedback. College calendar published in advance of the start of each term, on multiple platforms, with reminders of events and requirements issued following agreed Comms Schedule. Termly Headteacher welcome portal message summarising notable points. Attendance by all teachers and academic SLT of the parents/carers tea allowing all parents the opportunity for weekly face to face communication. Teachers directed time focused on parent/carer communication. The Headteacher will attend the FoSC (PTA) meetings whenever possible. Review of information on the website and prospectus.</p>	<p>3 5 4</p>	<p>Completed Aug 25 Completed Aug 25 Annual Termly Termly Parent Tea dates September 25 As arise Annual</p>	<p>Bursar Office Manager Asst Head C&S Office Manager Headteacher All Teachers and SLT All Teachers and SLT Headteacher Headteacher/Bu rsar</p>
2.	<p>Communication with staff The College's management information system 'Engage' portal is the main form of staff communication. Daily staff briefing held following set agenda with notes made and published on the Portal. Weekly teaching staff meeting/training. Weekly support staff stand up briefing. Termly Headteacher welcome portal message summarising notable points. INSET days. New academic year includes full briefing on all new starter pupils.</p>			

	Migrate to Engage by June 2026.	5	June 2026	SENCo
3.	Remote Learning for pupils Use of Google Classroom to improve quality and feedback of work provided to pupils at home.		Completed	
4.	Accessibility The College works in partnership with others to ensure that information, results, reports, and policies will be made available in different formats if required by parents/carers, or other agencies/professionals working with young people placed at the College by them.		Ongoing	