



ACCESSIBILITY PLAN 2025-2027

Last review:	August 2026
Next review:	August 2027
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Approved by:	Curriculum & Staffing Committee
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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.	Assessment of new pupils for additional needs and the provision of appropriately delivered curriculum and learning support New pupils will be assessed to ensure correct curriculum provision is offered. New pupils will be added to the SEND register and medical information accessible by all staff. New pupils' needs will be communicated to all staff verbally and/or in writing to ensure awareness and tailored support. Migrate to TES Provision Map by Summer 2027. Teachers will provide differentiated material/support when teaching according to needs. LSA's will provide targeted support according to needs. 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. Learning Energy is used to promote regulation and develop self-regulation strategies. Use of picture cards and story maps to assist pupils to understand and organise information. Dyslexia friendly classrooms and 1:1 teaching environments with uncluttered spaces, displays restricted to display boards, resources stored out of site/neatly to create an organised and predictable	5	Ongoing Ongoing WIP June 2027 Ongoing Ongoing Ongoing Ongoing	Headteacher/ Admissions Officer/ SENCo/ Assistant SENCos/ LSA's/ Learning Support Team

	environment minimising sensory overload by creating a calm, clutter-free environment. Ensure all school environments avoid overstimulation to assist learning, adjust environments where necessary.		Ongoing Ongoing	
2.	Working in partnership 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.		Ongoing	SENCo/Asst SENCo
3.	Staff training The College induction for new staff includes training for academic staff on the pupils and their needs and awareness training on specific needs. 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. Lesson Observation feedback includes professional discussions on differentiated learning.		Ongoing Ongoing Ongoing Ongoing	Headteacher/Deputy Head/SENCo/HR Officer
4.	Use of technology and specialised equipment 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. Coloured overlays or coloured and paper or enlarged text available for pupils with dyslexia and visual difficulties.		Ongoing Ongoing Ongoing	SENCo/OT's

	Use of wobble cushions, pencil grips, fidget and chew toys etc.		Ongoing	
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	SENCo
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 strategies.		Ongoing	SENCo, OTs Teachers
8.	Behaviour Management The College follows a restorative approach to behaviour management which enables are pupils to re-visit incidents in a calm			Headteacher, Deputy Head, SENCo

	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, Langton 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 Langton via the Engage Portal.		Ongoing	
9.	Targeted Interventions. 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.		Ongoing Ongoing	SENCo, Heads of Houses
10.	Medical Needs Teachers ensure inclusive lesson planning modifying curriculum activities to ensure inclusivity for any pupil with medical needs. The College uses UNIFROG program to deliver PSHEE which in primary education introduces physical health and hygiene and who to ask for help if worried about allergies and feeling ill. In secondary education the program covers physical health and wellbeing helping to navigate more serious health conditions, recognising emergency situations and promoting a safe and inclusive environment for peers living with severe allergies or anaphylaxis.		Ongoing Ongoing	Bursar (Allergy Lead) PSHEE Coordinator
Improving access to the physical environment				
No.	Action	Priority 1=Low 5=High	Timescale	Responsibility

	access from the drive. The main building houses the assembly hall and dining room. The disabled toilet is accessed via the main foyer and is unobstructed. Pupil and staff toilets are available on the ground floor. Meeting spaces are available on the ground floor. 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).	5	As required Complete Apr 26	 Maint Manager
3.	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 as toilets.		As required	H&S Officer (PEEP)
4.	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.		As projects are undertaken	Bursar/Maint Manager
5.	Medical Needs The College has a dedicated first aid room for those with medical needs known as The Surgery manned by the Appointed Person. The			

	Surgery has handwashing facilities and a separate bedroom with en-suite with basin, toilet and shower for patients. The Surgery has a large first aid kit plus storage for further medical supplies including over the counter medicines and creams. Controlled medications are securely stored and administered from The Surgery. The Surgery additionally contains other needs identified equipment. The College has four spare adrenaline devices (two pairs) easily accessible. The locations of spare adrenaline devices are clearly signposted and located in central areas. In the Front Office for day school access and in the Surgery for use in grab bags on trips (during the day) and for boarding evening access. The College has two spare asthma inhalers easily accessible. The locations of the inhalers are clearly signposted and located in central areas. In the Front Office for day school access and in the Surgery for use in grab bags on trips (during the day) and for boarding evening access. In the dining room clear signage provides allergen information to those with medical needs.		Ongoing Complete Aug 26 Complete Aug 26 Complete Aug 26	Bursar/Matron Bursar (Allergy Lead) Bursar (Allergy Lead) Bursar (Allergy Lead)
Improving access to information				
No.	Action	Priority 1=Low 5=High	Timescale	Responsibility
1.	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. Annual review of content of the parent/carers portal.	3	Complete Aug 26 Complete Aug 26	Bursar

	Annual new Academic Year letter gives/re-iterates forms and means of communication. Introduced a video explaining content to make it more accessible. 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.	5	Annual/Complete Aug 26	Office Manager
		4	Termly Termly Termly Parent Tea dates September 25 As required Annual	Asst Head C&S Office Manager Headteacher All Teachers and SLT All Teachers and SLT Headteacher Headteacher/Bursar
2.	Communication with staff The College's management information system 'Engage' portal is the main form of staff communication. Daily staff communication, including meeting face to face twice a week, following a set agenda with notes made and published on the Portal. Weekly teaching staff meeting/training. Twice weekly LSA/iLSA meeting /training. Weekly support staff stand up briefing. Termly Headteacher welcome portal message summarising notable points. INSET days.			

	Weekly SLT meetings. Weekly 'Heads of meetings.' New academic year includes full briefing on all new starter pupils. Migrate to Engage TES Provision Map by Summer 2027. Pupil medical needs including allergies are shared securely on Engage and the Allergy Register. Pupil IHPs are completed in conjunction with parents, shared securely on Engage Documents and reviewed annually or as a need arises.	5	WIP	SENCo
		5	Complete/Being improved	Bursar (Allergy Lead)
		5	Complete	Bursar (Allergy Lead)
3.	Remote Learning for pupils Use of Google Classroom to improve quality and feedback of work provided to pupils at home.		Complete	
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	