



A17b - Accessibility Plan 2025-28

Introduction



The Accessibility Plan set out the objectives that Ardingly College has set to improve the school experience for disabled students in matters of admissions and access to the curriculum and complies with Schedule 10 of the Equality Act 2010. The three-year plan sets out to:



Part A - increase the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum.

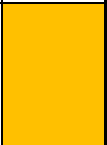


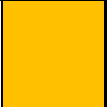



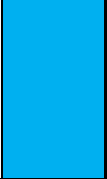

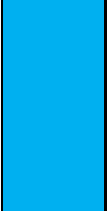


Part B - improve the provision information to disabled students which is already in writing for students who are not disabled.



Part C - improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services offered by the school.



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|-----------------------------|---|
| Monitoring: | All staff |
| Document Review | |
| Next review | September 2026 |
| Last review | September 2025 |
| Persons Responsible: | HSE & Compliance Advisor & Director of Learning Support |

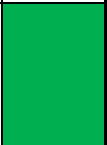





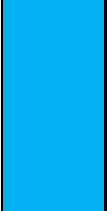


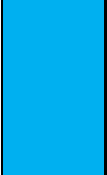


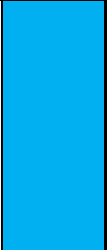


| Status | Timescale |
|---|---|
|  | Completed |
|  | Aim to complete within 3 yearly cycle or sooner if required by disabled student |



| Status | Timescale |
|---|---|
|  | To be completed when student is confirmed |
|  | Not considered a reasonable adjustment |



| Students with a hearing impairment | | | | | |
|---|---|---|---|---|---|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Provide sign language training for staff and students – to be supplied on demand |  | Additional written information to be provided for verbal instructions and tuition. Increased use of IT, screen capture, etc |  | Deaf alerter system installed in Godwin Hall, Mertens & Hilton which allows fire alarm to be recognised. |  |
| Investigate alternatives to oral and listening components in exams (English and MFL) |  | | | Flashing beacons (giving visual warning of fire alarm activation) installed in ‘H’ block, STEM & Aberdeen/Toynbee |  |
| Adjustments in sport – whistles, etc |  | | | Investigate sound proofing in designated classrooms and dining hall |  |
| Provide fmGeine radio system for student and teacher(s). Cost TBC and can be sourced quickly. Teachers to be trained in INSED |  | | | Install Deaf alerter in other buildings to allow fire alarm to be recognised. Cost approx. TBC per building with new panel and can be installed with two weeks. |  |
| Qualified support teacher: language tuition and concept support, BSL. To be supplied on demand Teacher for the Deaf -if assigned to student- to be invited to visit and provide specialist advise/support |  | | | | |
| Subtitles/handouts of text for video recordings. As required (teachers) |  | | | | |
| Careful and appropriate seating in class |  | | | | |

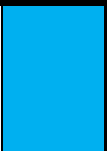

| Status | Timescale |
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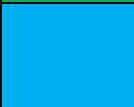


| Status | Timescale |
|---|---|
|  | To be completed when student is confirmed |
|  | Not considered a reasonable adjustment |



| Students with sensory impairment | | | | | |
|---|---|--|---|--|---|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Reasonable adjustments to ensure inclusion in fieldwork, practical work though a risk assessment via Trip leader |  | Audio versions of books, plays, notes using immersive reader on Surface devices |  | Provision of seating areas/chairs/classroom equipment with preferred surface/materials/fabrics where reasonable after assessment |  |
| Assistive technology – computer with adapted keyboard– to be provided by student |  | Assistive technology, e.g., keyboard material |  | Provision of quiet area/ painted edges to surfaces/steps if colour/noisy environments cause stress |  |
| Touch sensitivity – adaptations for classroom work, practical work, etc and provision of modified papers as appropriate in Access Arrangement Adjustment to uniform due to touch sensitivity / sensory need |  | Provide handouts/adjust Surface device onto preferred and tolerated paper type according to sensory need |  | Installation of dimmer switches/classroom blinds to adjust as required to light sensitivity |  |
| Support for students who have food allergies |  | Allergen information provided on all menu boards and written if required |  | Accommodating students with allergens, outside of the 14 regulated allergens listed in the Food Information Regulations 2014, will require a meeting with the Catering Manager |  |
| Support for practical and field work |  | Selection of preferred textures for handouts, texts, exam papers |  | Provision of appropriate cutlery and crockery/eating tray with separate compartments with alternative eating place. Provision of food types and textures that the student can tolerate-meeting with Catering Manager to discuss |  |



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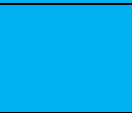






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| |  | Touch sensitivity – appropriate adaptations to written/handled resources. Possible application to exam board for modified papers |  | |
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| Students with impaired mobility | | | | | |
|--|---|---|---|---|---|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Provision of alternative activity if student cannot follow planned activity despite reasonable adjustment |  | Use of handouts, screen capture (Apple TV) and assistive technology built into Surface device to avoid need for copying, writing, drawing during lessons and homework |  | Equality Act compliant day/boarding rooms provided in Mertens/Hilton, Godwin Hall , Burgess House, Crosse House all with accessible toilets / shower rooms. |  |
| Timetable planning to ensure accessibility and avoid too much travel between lessons – to include possible timetable and room changes. Lessons could be re-arranged to ground floor levels of New Wing, STEM, School House, and North School, as on previous occasions |  | | | Chair lift provided to The Under | |
| Digital recorder through Surface devices for recording lesson notes, written work where practicable |  | | | Equality Act compliant toilets in the West Quad, Lower Library and Small Sports Hall | |
| Support for practical and field work: which may require an additional member of staff/parent |  | | | Evac chair available in The Under and in Burgess House and staff trained in use | |
| | | | | Equality Act compliant shower provided in Health Centre |  |
| | | | | Ramps could be installed within hours if urgently needed for specific access thresholds. Ramps available for New | |

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|--|--|--|---|--|
| Provision of personal assistant/mobility |  | | Wing, Lower Library, Chapel Cloister, Chapel, Dining Hall Cloister and Dining Hall. |  |
| Staff awareness and training programme – draw up programme to be delivered when required at staff INSED |  | | 3 minibuses available with ramped access. Train staff in use as and when required. |  |
| Students with impaired mobility | | | | |
| Assistive technology – voice or switch activated computer, scanner, text to speech software where practicable though need a pre-visit to check that technology works in our buildings in all areas student would access. Probably provided by student but staff awareness needed |  | | Provide assistance to open doors that may be difficult to open |  |
| |  | | Install lift to Prep boarding areas |  |
| |  | | Install hoist to enable disabled access to the swimming pool | |




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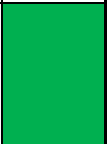


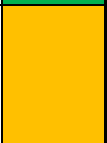


Aim to complete within 3 yearly cycle or sooner
if required by disabled student**Status Timescale**To be completed when student is confirmed
Not considered a reasonable adjustment



Students with specific learning difficulty



| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
|---|--------|---|--------|---|--------|
| Method | Status | Method | Status | Method | Status |
| Staff awareness of details of students on Learning Support list | | Use of tinted screens on own device, coloured overlays | | Improve lighting levels in areas | |
| Assistive technology – Apple TV, own device, Surface devices screen capture/photo use to reduce need for copying | | Texts available in different fonts | | Improve sound proofing in teaching and boarding / day study areas | |
| Staff awareness of individual learning styles and differentiate curriculum appropriately | | Audio recordings and films of books, plays via flip and school library software | | | |
| Use of Surface in lessons, Assistive technology via Surface where practicable. | | Extra time given for reading texts subject to JCQ/IB/exam board eligibility criteria being met | | | |
| Notes/worksheets given in lessons in appropriate format (bullet points, mind map, etc) Universal Classroom Strategies to be utilised where applicable/practical | | Use of electronic handouts, screen capture and built on assistive tools on Surfaces and assistive technology to avoid need for copying, writing, drawing during lessons and homework | | | |
| Careful seating in class away from window/noise/distraction and next to a supportive student | | | | | |
| Assess need for Access Arrangements and reasonable adjustments and evidence available to meet JCQ/IB/exam board eligibility criteria | | Universal Classroom Strategies to be utilised- e.g. Use a timer for timed tasks that shows the remaining time. | | | |

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| Students with speech, language and communication impairment | | | | | |
|--|---|---|---|---|---|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Time given to answer questions in class; focus on literal questions orally |  | Vocabulary list to be prepared and issued prior to lesson |  | Provide a “space2be” if required and allow some /part lessons to be taken through a screen rather than a physical classroom to reduce social stress |  |
| Advice, guidance, and individual tuition from Speech & Language Therapist- internal/external provider- parents to meet costs of this provision |  | Synopsis of texts, focusing on literal aspects |  | | |
| Modified assessment arrangements for oral exercises and exams |  | | | | |










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| Students with Neurodiversity | | | | | |
|--|--------|---|--------|---|--------|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Counselling/therapy/medication provided via Health centre/HoMM/Safeguarding Lead in conjunction with health care providers/specialists e.g., art therapy | | Investigate need for visual timetables | | Depending on the student’s needs the physical environment could be altered for example by installing softer lighting and improving acoustic insulation. In addition, a specific risk assessment would be undertaken, if needed, to ensure the student’s safety. | |
| Additional counselling slots to be provided- on demand | | | | | |
| Timetable planning and revised work programme for individual student to lessen stress/enable support therapy to take place | | | | | |
| Specialist tuition support – language, communication and study skills and use of social stories | | | | | |
| Consider alternative ways of completing collaborative group work, use of video call via TEAMS | | | | | |
| Universal Strategies utilised to support transitioning between activities | | | | | |
| Universal Classroom Strategies to support emotional regulation- e.g., Non – Verbal methods for students to communicate their stress levels (Card system or hand signals) | | | | | |
| Use of assistive technology via Surface where applicable and practical | | | | | |




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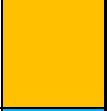


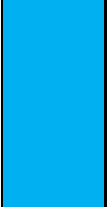





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| Students with specific medical condition | | | | | |
|--|---|---|---|--|--|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Initial discussion with parents and Health centre to determine disability and support needs |  | Use of handouts, screen capture vis inbuilt assistive tools on Surfaces and assistive technology to avoid need for copying, writing, drawing during lessons and homework |  | Bespoke first aid kits provided with specific medication for trips. Staff that may administer medication on trip have completed their medicine administrations training provided by the Health Centre. |  |
| Arrangements to meet special dietary needs, discussion with Catering/Health centre for school meals |  | | | De-fibrillators on campus in Health Centre, dining hall cloister, outside the gym, 9 Acre & Standgrove Cottage for Astro areas. Emergency AAls and Salbutamol inhalers on campus. |  |
| Arrangements in place for anaphylactic shock, diabetes, epilepsy, eating disorders, ME Health Centre hold individual Health Care plans for students with medical conditions. Those with serious Health conditions have ALERT cards on TEAMS |  | | | Risk assessment to be undertaken, if needed, to identify further improvements and ensure the students safety for school trips. To be completed by EVC and Trip leader with input from Lead Nurse, Director of Learning Support and HSE & Compliance Officer. |  |
| Staff awareness and training programme to be delivered in INSED for additional medical conditions |  | | | | |
| Arrange medical support and emergency arrangements and advise all staff |  | | | | |



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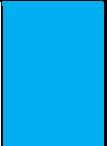


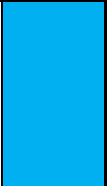

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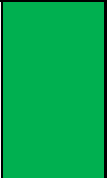



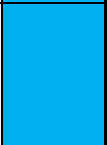
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| Timetable planning to avoid fatigue and problem environments and enable support plans/therapy to take place |  | | |
| Allocate member of staff to co-ordinate arrangements, teaching assistants or carers |  | | |
| Assistance animals/therapy companion dogs, used to predict the onset of a medical condition |  | | Students requiring an assistance animals will be individually assessed to ensure that the college can meet the needs of the student |



| Students with sight impairment | | | | | |
|---|---|---|---|--|---|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Reasonable adjustments to ensure inclusion in fieldwork, practical work though a risk assessment via Trip leader |  | Audio tapes of books, plays, notes via flip and school library |  | Provision of safe crossing across College road with tactile surfaces. |  |
| Assistive technology – computer with speech synthesiser, braille notetaker, text scanner, digital recorder – accessible through Surface devices. Other specialist software/devices to be provided at own expense/EHCP plans/resources |  | Assistive technology, e.g., Apple TV, to send to own device/Surface |  | Install high visibility signage with strong colour contrasts on fire exits, other signs and building names |  |
| Colour blindness – adaptations for map work, practical work, etc and provision of colour naming Access Arrangement |  | Copy handouts onto coloured paper |  | Install additional lighting for personal areas |  |



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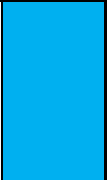
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| Adaptions in House to accommodate/mitigate vision needs, (e.g., ground floor study) through risk assessment walk with student/parent/ appropriate school staff |  | Increase font size for handouts, texts, exams Access arrangements considered- e.g., interactive exam papers |  | Paint step edges in contrasting colour to highlight level change. Various step edges completed. |  |
| Support for practical and field work: additional staff/parent may be required to enable trips / outings |  | Colour blindness – appropriate adaptations to coloured resources. Possible application to exam board for modified papers |  | | |

| Students with social, emotional and mental health needs | | | | | |
|---|---|---|--|--|--|
| Part A – Improve curriculum participation | | Part B – Improve the provision of written information | | Part C – Improve the physical environment | |
| Method | Status | Method | Status | Method | Status |
| Counselling/therapy/medication provided via Health centre/HoMM/Safeguarding Lead in? conjunction with health care providers/specialists e.g., art therapy |  | Investigate need for visual timetables |  | Provide “space2 be” if required and/or allow part/some lessons to be taken via a screen rather than being in the physical classroom to reduce social stress. |  |
| Additional counselling slots to be provided- on demand |  | | | | |
| Timetable planning and revised work programme for individual student to lessen stress/enable support therapy to take place |  | | | | |

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| | | | | |
|---|---|--|--|---|
| Specialist tuition support – language, communication and study skills and use of social stories |  | | |  |
| Consider alternative ways of completing collaborative group work, use of video call via TEAMS |  | | |  |
| Use of assistive technology via Surface where applicable and practical Safety plan devised between student and Health centre and shared with relevant departments. |  | | | |