



DOVER COLLEGE ACCESSIBILITY PLAN

Reviewed By: Bursar
Reviewed: August 2019
Next Review: August 2020



GENERAL STATEMENT

The Dover College campus does not lend itself readily to wholesale change in order to achieve disabled access to all areas. The main part of the school is a Scheduled Ancient Monument, contained within a Conservation Area, and three buildings dating from medieval times are Grade II* listed; The School House is Grade II listed. In addition, the site is comprised of three distinct horizontal levels, joined in the main by stone steps and with one rough track that allows vehicular access. The upper two levels house the overwhelming majority of the teaching facilities. Pupils and visitors are expected to negotiate the site using the steps. Coupled to the prohibitive cost of making changes to provide appropriate accessibility as recommended by building regulations, these factors militate against admitting pupils to the school with severe disabilities, although adjustments are made for those with a variety of conditions. Every effort is made to be as compliant as possible with the guidance in the context of listed buildings and financial restrictions. The key challenges are to provide temporary accessibility for ambulant disabled and wheelchair bound individuals.

This Dover College Accessibility Plan covers the period from September 2019 until September 2020.

The school will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of action taken in the previous school year.
- Relevant targets for the next school year.
- Responses to any further legislative changes.

These actions will normally be reflected in successive editions of the School Development Plan.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

The school will:

- Seek full disclosure of relevant individual needs for pupils transferring from another school to Dover College.
- Arrange regular meetings between the Individual Needs Department and the teaching staff to share best practice.

Sporting, Education and Activities.



- The School has considered the difficulties of “access” to education generally for specified types of disability and Individual Need.
- Training will be provided for the medical centre staff to assist them in supporting any pupil with a disability. Medical Centre staff will share this knowledge with teachers and those responsible for pastoral care.
- Specialist help for pupils with learning difficulties will be made available by the College Individual Needs Department when within staff competencies and where reasonable and practicable.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling access to our educational facilities. However, the School has considered:

- The problems of physical access caused by the fixed classroom system.
- The problem of physical access caused by the nature of listed buildings with the Scheduled Ancient Monument.

The difficulties of “access” to the education generally for specified types of disability:

- Ambulant disabled
- Visual and hearing impairment
- Dyslexic and dyspraxia
- Other severe medical conditions

The current state of access to the school’s buildings is summarised in the Appendix. This document is reviewed annually as part of the School Development Plan.

Plans for possible adjustments to increase access are considered annually in the review of the School Development Plan.

As budgets allow:

- The School considers disabled access to academic and pastoral areas of the site to assist the prioritisation of expenditure when buildings are refurbished.
- The School undertakes a fire safety risk assessment annually that focuses on any change to buildings and facilities since the last professionally undertaken risk assessment.
- The School reviews the School’s fire evacuation plan annually.



- The School aims to make any newly constructed building accessible to disabled pupils. (This may not always be possible when redesigning the internal configuration of existing listed/historic buildings).

When new equipment is purchased every reasonable effort is made to purchase equipment that meets the needs of our pupils with learning difficulties and disabilities in a better way than the existing equipment it replaces. The school owns moveable ramps that are used to provide access to the Chapel and to the Refectory.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

Where relevant the School will continue to provide INSET for teachers in order to support them in better delivery of education to pupils with individual needs or disabilities. Members of the Staff Common Room are briefed on individual cases of difficulty and the need for extra support, as necessary.

The School has, and continues to, invest in classroom technology better to facilitate communication to pupils with individual needs and disabilities:

- To increase the use of IT visual and audio aids.
- To enable easy dissemination of printed or electronic copies of handouts of appropriate clarity.
- Access to information/curricula materials via the school website.

IMPROVING THE ACCESS FOR DISABLED PUPILS TO OTHER AREAS OF SCHOOL PROVISION.

Recreational Activities

The School has considered:

The difficulties of access to the following facilities:

- Fitness Suite
- Sports Hall
- Astro Turf
- Hard Courts
- Playing Fields at Maxton and Farthingloe
- Menzies

Long term plans for improving access are detailed in the School Development Plan.



Welfare

The School has considered:

The difficulties which might arise for specified types of disability:

- Through the House and Tutor system each individual pupil's welfare is considered, organised and actioned as is appropriate in each case. The School provides professional support to Houses through its Counsellor, Medical Centre; pastoral systems within the School such as daily meetings of the teaching staff, regular house staff meetings and prefect's meetings all ensure that information is widely communicated and problems identified and resolved.
- The needs of pupils who enter the school with visual or hearing difficulties are assessed when they become known and adjustments (e.g. large print books and documents and/or electronic copies and Defgard™ Fire Alarms) are investigated and procured.

Appendix 1 - Access to Educational Facilities
AREA FACILITY ACCESSIBILITY AGREED ADJUSTMENTS IN CURRENT DEVELOPMENT PLAN

| Facility | Accessibility | Impediment | Notes |
|---------------------------------|----------------------|--|--|
| Academic | | | |
| Arts | | | |
| Menzies | Wheelchair | Wheelchair Folkestone Road entrance only | Disabled toilet not accessible by wheelchair. |
| Tallis Music School (Note 1) | Wheelchair | Upper Floor | See Note 1 for access to Music School |
| Art & Design | Ambulant disabled | Steps and Stairs | Middle Ground |
| Gatehouse | Ambulant disabled | Stairs Internal & External | 14 th Century Grade II*. |
| Sciences | | | |
| Science Block | Ambulant disabled | Stairs/steps | Middle Ground |
| Astor | Wheelchair | | Middle Ground |
| ICT | Ambulant disabled | Steps (Flooding) | Building prone to flooding – requires high lintels |
| Humanities | | | |
| Kent Block | Ambulant disabled | Stairs/steps | Middle Ground |
| Prep School | | | |
| Prep School | Ambulant disabled | Steps and Staircases | All classrooms |
| Support | | | |
| ISC | Wheelchair | | |
| Ind. Needs | Ambulant disabled | Steps (Flooding) | Building prone to flooding – requires high lintels |
| LRC | Ambulant disabled | Stairs | Abutting Grade II* building |
| Lecture Theatre | Wheelchair | | Actioned 07/08 |

| Pastoral | | | |
|-----------------|-------------------|--|------------------------------------|
| Houses | | | |
| St Anne's | Ambulant disabled | Stairs | |
| Duckworth | Ambulant disabled | Stairs | |
| Leamington | Ambulant disabled | Stairs | |
| Priory | Ambulant disabled | Stairs | |
| School | Ambulant disabled | Stairs | Grade II |
| St Martin's | Ambulant disabled | Stairs | |
| Med Centre | Wheelchair | (But access via building doors impossible) | |
| 6th Form Centre | Wheelchair | | |
| Games | | | |
| Hard Courts | Wheelchair | (But access to area up rough track) | Top Ground |
| Sports Hall | Wheelchair | (But access to area up rough track) | Top Ground |
| Fitness Suite | Wheelchair | (But access to area up rough track) | Top Ground |
| Maxton | Wheelchair | (Access down steep slope – no access to pavilion: steps) | |
| Farthingloe | Wheelchair | (Access across grass – no access to pavilion: steps) | |
| Astroturf | Wheelchair | | |
| Other | | | |
| Priory Lodge | Wheelchair | External steps | |
| Bursary | Ambulant disabled | Door lintels | Grade II |
| Chapel | Ambulant disabled | Door lintels | 12 th Century Grade II* |
| Refectory | Ambulant disabled | Door lintels | 12 th Century Grade II* |



Note 1

The Tallis Music School has been constructed with access to the ground floor for wheelchair users in mind. In particular, a platform lift is provided to give access to the building. From this access, an individual can access the Technical Classroom, Director of Music's Office, the Main Music Classroom, Music Library and Disabled WC without the need to negotiate steps or inclines. Pupils using wheelchairs receive individual lessons either in the main music classroom, the Director of Music's office or the technical classroom, depending on instrument, tutor and availability of accommodation. The Director of Music manages access accordingly and manages the availability of practice facilities and times using these three rooms. The school accepts that use of the technical classroom for practice may impinge on sound insulation; this too is subject to the Director of Music's day to day management.

N.B. as at 1 Sep 19 this facility is unserviceable, with a plan to repair or replace in accordance with future pupils' needs.

Appendix 2 – Three-Year Action Plan September 2019 – September 2022

| Activity/Resources | Responsible | Timescale (school year) | Progress |
|---|----------------------|----------------------------|--|
| Painting high visibility lines on: <ul style="list-style-type: none"> - Kennedy Passage - Leo Wright steps - Middle Grounds - Chapel - Sports steps - Kitchen waste area - Duckworth steps | Bursar | 2019/20 | Repeated annually |
| Provide a disabled toilet within the vicinity of the Close. | Bursar | 2020/21 | Part of P150 Planning |
| Improve the accessibility of the school web site | Admissions | 2019/20 | Launch of new website September 2019 |
| Establish disabled access to one Boys Boarding House and one Girls Boarding House with a ground floor toilet. | Bursar / Deputy Head | 2020/21 | Part of P150 Planning, including new building next to Chapel allowing for lift access to Middle Ground |
| Install handrails on steps leading to middle ground and Tarmac access road. | Bursar | 2018/19 | Complete Summer 2019 |
| Improve access to sporting facilities at both Maxton and Farthingloe. | Deputy Head | 2019/20 | |
| Identify designated rooms in each of the boarding houses for hearing impaired pupils with flashing lights in the room linked to the fire alarm as well as Defgard Fire Alarms. | Deputy Head | 2019/2020 | |
| Investigate chair lift access for the LRC | Bursar | 2020/21 | Potential access via rear fire route, using stair lift. |
| Staff briefings to understand responsibilities for: | | 2019/20 | To be incorporated on an annual basis into INSET |

| | | | |
|--|--|---------|---|
| <ul style="list-style-type: none"> - Early identification - Early liaison - Early work place adaptability <p>In respect of ramps, handrails, Defgards and PEEP.</p> | | | |
| <p>Wooden Chapel ramps:</p> <ul style="list-style-type: none"> - Hand painting and grip strips | | 2018/19 | Periodic review to ensure best possible solution. Review for each event. |
| <p>Extend use of Induction loops to:</p> <ul style="list-style-type: none"> - Chapel - Eccleshall Theatre - Menzies | | 2018/19 | |

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