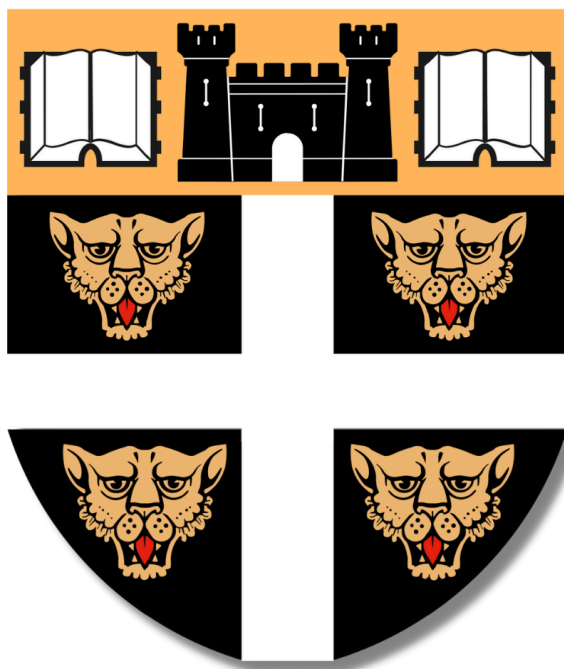


Accessibility Plan

Dover College



Owner:	Director of Finance & Operations	Date: June 25
Approved By:	CS-M	Date: Sep 25
Review Frequency	Three Yearly	
Last reviewed on:	June 2025	
Next review due by:	Aug 2028	

1. 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; 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.

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 College Development Plan.

2. 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.
- Make relevant information available to teaching staff, facilitated by Individual Needs Pupil Profiles.
- Arrange regular meetings between the Individual Needs Department and the teaching staff to share best practice.

For Sporting, Education and Activities:

- The College 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.

3. 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 College 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 and Listing.

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 College Development Plan.

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

As budgets allow; and prioritised on the basis of need:

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

4. IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

Where relevant the College 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 College 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.

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

Recreational Activities:

The College has considered:

The difficulties of access to the following facilities:

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

Long term plans for improving access are detailed in the College Development Plan and will always be considered as a priority within the planning stages of any development.

Welfare

The College 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 College provides professional support to Houses through its Counsellor, Medical Centre; pastoral academic systems within the College 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			
Tallis Music College	Wheelchair	Stairs/Steps	No lift.
Art & Design	Wheelchair	Upper floor	No lift.
Gatehouse	Ambulant disabled	Stairs/steps	11 th Century Grade II* Listed.
Sciences	Wheelchair	Upper floor	No lift.
Science Block			Temporary ramp access for ground floor.
Astor	Wheelchair		
Humanities			
Leo Wright Block	Wheelchair	Stairs/steps Ground floor only	No lift.
Prep School			
Prep School	Ambulant disabled	Stairs/steps	No lift.
Other			
LRC	Ambulant disabled	Stairs/steps	Abutting Grade II* building
Lecture Theatre	Wheelchair	No disabled toilet	
Pastoral			
Houses			

Ash	Ambulant disabled	Stairs/steps	
Beech	Ambulant disabled	Stairs/steps	
Priory	Ambulant disabled	Stairs/steps	
Maple	Ambulant disabled	Stairs/steps	
Cherry Tree	Ambulant disabled	Stairs/steps	
Medical Centre	Ambulant disabled	Stairs/steps	
Sixth Form Centre	Ambulant disabled	Step	
Games			
Maxton	Wheelchair	(Access down steep slope – no access to pavilion: steps)	
Farthingloe	Wheelchair	(Access across grass – no access to pavilion: steps)	
Other			
Priory Lodge	Ambulant disabled	Ground floor only Steps/stairs	
Bursary	Ambulant disabled	Door size	
Chapel	Wheelchair		Portable ramp required.
Refectory	Wheelchair		Portable ramp required.

Appendix 2 – Three-Year Action Plan September 2025 – September 2028

Activity/Resources	Responsible	Timescale (school year)	Progress
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Painting high visibility lines on: <ul style="list-style-type: none"> • Kennedy Passage • Leo Wright steps • Middle Grounds • Chapel • Sports steps • Kitchen waste area • Ash steps 	Estates Manager	Annual	Cyclical.
Provide a disabled toilet within the vicinity of The Close.	Estates Manager	2025	Will be in the Performing Arts Centre
Improve the accessibility of the school website	Marketing	As required.	Continuous.
Establish disabled access to one Boys Boarding House and one Girls Boarding House with a ground floor toilet.	Estates Manager	2026/27	Cherry Tree (Girls) complete. Beech (Boys) requires rear access ramp and toilets enlarging.
Improve access to sporting facilities at both Maxton and Farthingloe.	Estates Manager	2026/27	Refer to Farthingloe 3G project. Maxton future to be reviewed. Temporary solution on a case-by-case basis until resolved.
Investigate chair lift access for the LRC	Estates Manager	2026/27	Potential access via rear fire route, using stair lift. To be explored with disabled toilet installation in the same block.
Staff briefings to understand <i>reasonable adjustments</i> for existing and potential pupils.	Estates Manager	Continuous	To be incorporated on an annual basis into INSET.

Investigate the purchase of portable ramps for accessing the widest number of buildings.	Estates	2026/27	
Investigate use of Induction loops: <ul style="list-style-type: none"> • Chapel • Eccleshall Theatre • PAC 	Estates	2025	Will be installed in the Performing Arts Centre