



RADLEY

Equal Opportunities - Facilities

Including Accessibility Plan

January 2023

Equal Opportunities (Facilities)

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act 2005 (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- Employment
- Education
- Access to goods, services and facilities including larger private clubs and land-based transport services
- Buying and renting land or property
- Functions of public bodies, for example, the issuing of licenses

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Radley College has prepared a Disability Policy document supported by a Disability Accessibility Plan which is verified annually or whenever any significant change takes place and reviewed in greater detail every three years and approved by Council.

The College additionally aims to comply with the spirit of the previous Disability Discrimination Act 2005, and the Equalities Act 2010 in providing reasonable access and other facilities for the disabled whilst maintaining the quality and character of the College buildings.

Specific facilities for pupils or visitors with known disabilities are in place and being regularly checked and maintained. Further facilities will be considered as and when the need arises. Refer to the Accessibility Plan 2021-2024 (as attached) for further information.

Lifts are provided within Queens Court, the David Rae Smith building, the new Theatre, New Pavilion, Clocktower Square and within two Socials, J & K, the lift alarms of each lift sounds locally within each building.

There are no other passenger lifts within the College buildings, but facilities are generally available at ground floor level.

The Bursar has the responsibility to manage the implementation of the Disability Equality Policy. The Estates Bursar is appointed as the responsible person for Radley College.

This policy statement and the entire plan (available on request) will be reviewed, amended and updated annually or as required due to changes in legislation or refurbishment of college property or grounds, any such changes will be made known to all employees.

Accessibility Plan 2021-2024.

The Disability Discrimination Act 1995 amended by the Special Education Needs and Disability Act 2001 and now the Equalities Act 2010; require the College to have an Accessibility Plan and Strategy in place. This has now been reviewed and updated as of 12th January 2022.

The Act/s requires that people suffering from disability should not be discriminated against in terms of their access to Curriculum, Buildings, and Information. Accessibility to Curriculum and Information will be covered elsewhere.

This document sets out the results of recent audits of buildings on the College campus together with a programme of improvements, where appropriate, to be carried out as per our planned and continually rolling 4-year strategy to comply with the spirit of the act.

Radley College's buildings fall into five categories. These are listed on the attached Equality Summary spreadsheet 'Summary of Equality Considerations for College Buildings'. Buildings are categorised as being either Residential Boarding Houses (Socials), Teaching Facilities and Classrooms, Administrative Facilities and Offices, Entertainment & Sporting Facilities and Support Service Facilities. Each of these categories contains buildings of a similar type and which are used by similar groups of people i.e., pupils or visitors and for similar purposes.

Radley College was established in 1847 and has been developed progressively over the intervening years. It consists of several buildings covering a wide area built on several levels and many without lifts. Several of the buildings are listed and alterations to accommodate alternative access arrangements are not always possible. The college has temporary access ramps available for assistance, if required then please contact housekeeping department.

At present we do not have any employees who are registered with disabilities although there are currently three students requiring additional requirements. Parents of prospective pupils are asked to declare any such details so that we can make the appropriate arrangements in advance.

Group 1 – Residential Boarding Houses (Socials)

Apart from some recent extensions and refurbishments, all the Socials are mature buildings with accommodation on three or four floors and no lifts. The entrance doors to several of the Socials are approached by steps. Some of the Socials are set up with very few bedrooms on the ground floors and others have facilities located only at upper levels. Any pupil with mobility problems would need to be accommodated in a ground floor room of a building approached either level or by a ramp. Visitors to Socials are normally limited to parents and these would be accompanied. In summary, the current situation is:

1.1: 'A' Social: Level access to ground floor at several points. Limited accommodation and facilities are available on the ground floor – no access to Matron, Sub-tutor or to a bath or to the shell cubicles without use of stairs.

1.2: 'B' Social: No level access to ground floor available – all entry points have steps. There is only limited accommodation at ground floor level.

1.3: 'C' Social: Level access available to main entrance and to Sub-tutor's wing but not to Tutor's Wing. Excellent quality accommodation and facilities including disabled toilet available at ground floor. No access to Matron, Tutor, to a bath or to shell cubicles without use of stairs.

1.4: 'D' Social: Level access available to both main entrances. Excellent quality accommodation and reasonable facilities available at ground floor. No access to Matron, Sub-tutor, to a bath or to shell cubicles without use of stairs.

1.5: 'E' Social: Limited accommodation exists at ground floor level. There are several internal changes of level within the Social.

1.6: 'F' Social: Level access to ground floor is available from Covered Passage. Ground floor facilities are reasonable and minor changes in level could be resolved by ramps. No access to Matron, bath and cubicles on ground floor without use of stairs.

1.7: 'G' Social: Level access to ground floor is available. Ground floor facilities are reasonable. No access to Matron, a bath or cubicles from ground floor without use of stairs. Again, there is a ground floor plant space with sufficient spare space for future conversion to a disabled toilet.

1.8: 'H' Social: No level access to ground floor is currently available. All entrance doors have steps. Ground floor facilities are reasonable. No access to Matron, a bath, or cubicles from ground floor without use of stairs.

1.9: 'J' Social: Level access to ground floor is available. Ground floor facilities are suitable for boarding of students with requirements. Stair areas are fitted with stair lift on internal ground floor stairs and a disabled bed sit with internally built toilet and bathroom facilities. There are stairs to upper floor, a lift is not available, any meetings within this social would be conducted at ground level should a student with disabilities be in residence. Access to both Tutor and PHM (Pastoral Housemistress) is available from ground floor.

1.10: 'K' Social, Level access to ground floor is available. Ground floor facilities are suitable for boarding of students with requirements. Stair areas are fitted with stair lift on internal ground floor stairs and a disabled bed sit with internally built toilet and bathroom facilities. There are stairs to upper floor, a lift is not available, any meetings within this social would be conducted at ground level should a student with disabilities be in residence. Access to both Tutor and PHM are available from ground floor.

1.11: 'L' Social, Level access to ground floor is available, the ground floor has level changes, two stair lifts have been installed to permit access for persons who require assistance. There are stairs to upper floors. Lifts are not available, any meetings within this social would be conducted at ground floor level should a student with disabilities be in residence. Access to both Tutor's residence and PHM Study are available from ground floor.

The College policy, should we be required to accommodate a disabled pupil immediately, dependant on requirements, would be to house them in either 'J, K or L' Social on the ground floor where disabled facilities and good accommodation are already available.

The College for educational year will house several students with hearing disability and also a student in 'H' Social with visibility impairment who will be housed in Socials where additional facilities including vibrating pillows, additional assistance such as switch identification, and

additional fire procedures to ensure the safety of these Students. The College also has an employee who holds a British Sign Language Level 1 Certificate.

The Estates Bursary are currently proceeding with yearly plans to upgrade Socials, during these upgrades the opportunity will be taken to consider the requirements of the disabled as part of any such improvements.

Group 2 – Teaching Facilities and Classrooms

Most of the teaching is carried out in separate purpose-built buildings. Some are modern with a full range of facilities whilst other departments are housed in older buildings. Visitors are likely to be mostly parents and would always be accompanied. The current situation is: -

2.1: Classics & Theology: These departments are housed at ground and first floor beneath the top floor of 'B' Social. The building does not have a lift. All entrances have steps but could be modified to have ramps.

2.2: Modern Languages: This building is a recent addition to the teaching facilities. The ground floor houses English, RS, Study Skills, an IT centre and a Studio Theatre and links via an enclosed walkway to the New Theatre and the Music School. The first-floor houses Modern Languages and is accessible by stairs or lift. No disabled toilet facilities are available within the building, but one is available at the New Theatre.

2.3: Music School: This is an older building but has recently been modified as part of the construction of the New Theatre. Movement between the various floors is only by stairs. At present the Music technology department is only located on the second floor, but it may prove possible to offer most departmental facilities within the ground floor accommodation.

Attached to the Music School is the Silk Hall (see 4.8 below) which is accessible by ramp from the ground floor of the Music School, which, in turn, can be accessed at grade from the Theatre Foyer or Modern Languages by means of the Theatre lift.

2.4: Queen's Court: This is a modern building on two levels with a lift and disabled toilet facilities. The building houses Biology and Economics at ground floor with Maths, Geography and Geology at first floor level. There is also an IT department on the first-floor link to the Science Block. It is one of the College's most user-friendly buildings although escape from the first floor should only be by the stairs as the lift should not be used in an emergency.

2.5: Science Block: The building has been re-developed into three floors and is linked to Queen's Court on the ground and first floors only. It is built on three levels but enjoys shared access to the lift and toilets in Queen's Court at ground and first floor levels. Chemistry is located on the ground floor with Physics on the first and second floors above. The Science Lecture Theatre has been relocated to the first floor, there is no access for disabled persons to the top floor of this building as is part of the first floor Physics department due to stairs. There is a lift in the adjoining Queens Court for access to the first floor with a goods lift installed to all floors.

2.6: Clocktower Court & Sewell Centre: The addition of the New Clocktower Court building is a two-storey building with lift facilities for disability use only. The building contains History and Politics and has an Art Gallery and Coffee Lounge, the building is interlinked to the Art and

Design Technology departments. There have been several internal changes in level within the building due to the sloping site and vary levels within the departments who makes direct transference for persons with disabilities difficult for certain rooms. There are temporary ramps available on site which may be used with advance notification.

Separate Welfare facilities are provided for visitors (ground floor) and student's first floor, for disability access toilet on the ground floor, please note that all pull chord alarms only sound within the buildings where they are situated.

There are several refuges on the first floor of this building, the alarm systems are connected to the emergency phone located by the main entry from clocktower, the access key is kept in the cupboard to the right of the phone console.

2.7: New Theatre: The Theatre was completed in 2006 and provides level access to both top and bottom levels of the stepped seating area, parts of which are removable. A lift connects the two levels. Temporary access ramps are available. There are also teaching facilities at the rear of the Theatre accessed from either the Foyer or Modern Languages.

2.8: CCF: The CCF building is a purpose-built single storey building linked to a firing range but has a first-floor teaching room accessed by a flight of stairs.

Group 3 – Administrative Facilities and Offices

These are buildings used frequently by pupils with occasional visits by members of the public who would not necessarily be accompanied. The present situation is: -

3.1: Bursary: The Bursary accommodates Reception, a Meeting Room and the Accounts department at ground floor level together with the Accountant, the Bursar and the Estates Bursar. All entry doors are stepped. A ramp is required to accommodate disabled visitors.

3.2: Chapel: The Chapel is accessed off Covered Passage but, due to relative levels, is set at a lower level. There are three sets of steps (eight in all) down to the Chapel door. Due to the width of the passage, it should be possible to ramp part of these steps for disabled access. There are portable ramps available (contact housekeeping department) as and when required.

3.3: Covered Passage: This is not a building but links several of the College's key buildings. It links the Mansion, Chapel, Dining Hall, and Library and has access to both 'E' and 'F' Socials. For much of its length, it has boarding accommodation ('E' Social) above it.

As no two of the buildings linked by Covered Passage are at the same level, there are several steps within its length. Taking the central section (Mansion Wing towards Dining Hall) as a datum, the Mansion is three steps up, Chapel is eight steps down, Dining Hall is seven steps down and Library is two steps up.

A ramp has been installed to allow easy access from the passage to Mansion; the College also has portable ramps available (contact housekeeping department) to allow access to other areas from the Covered Passage which are made available when necessary. It is not easy to make permanent wheelchair access available to all these areas without disfiguring the quality of the passage. As stated above, portable ramps are presently available.

3.4: Dining Hall: The main entry to Dining Hall is down two flights (seven steps) from Covered Passage. Alternative level access and egress is available via the Kitchen Servery east entrance. Emergency egress is at grade to Chapel Quad.

3.5: Medical Centre: The Medical Centre is a two-storey building without a lift but has all necessary facilities available at ground floor level with level access.

3.6: Library: The Library has level access off Covered Passage. The majority of its facilities are accessible at ground floor level.

3.7: Mansion: The Mansion is the focal point of the College and dates to 1727. It houses reception rooms and toilets (including disabled facilities including a shower) at ground floor, administrative offices, and Common Room (including a Dining Room) at first floor and further offices and two staff flats above that. There is also a Reprographics department, a cellar, and a Junior Common Room in the basement. No lift is provided although there are three separate staircases. All the rooms normally used for outside functions are at ground level as are a full set of toilet facilities. The main entrance door is stepped but a level access is available through the side door into Covered Passage.

3.8: Shop: The Shop provides food and drink, stationery, school uniform and sports equipment and is visited very frequently by boys and less so by parents. It is largely single storey with a first-floor level. Level access is available, and no additional facilities should be necessary.

Group 4 – Facilities used for Entertainment & Sport

These facilities are frequently used by pupils and staff with a high degree of familiarity with their surroundings. The facilities are also likely to be used by visiting teams and spectators such as parents and friends.

It is considered reasonable to assume that those participating in sporting activities are not affected by disabilities but that any disabilities encountered are likely to be found within the visitors or spectators.

4.1: Boathouse: This is a largely single storey building with satisfactory level access. There is a clubhouse and a residential flat at first floor level accessed by external concrete steps. Access to this for a person in a wheelchair would not be possible but the likelihood of such a requirement is considered small.

4.2: Fives Courts: This is a sporting building with access only required by participating pupils, their coaches and occasional visitors. Access to the building is by a stepped entrance and the only viewing opportunity is from the viewing gallery which is accessed up a flight of stairs. Neither is suited to disabled access but the requirement for this is considered small.

4.3: Golf Club House: This is a single storey timber building. It is accessed by a small step, should disabled access be required then please contact housekeeping dept who have temporary access ramps available.

4.4: New Pavilion: A second pavilion was completed in 2006 which provides changing and toilet facilities (including disabled) at ground level with an impressive circular viewing space with kitchenette at first floor level accessed by a lift.

4.5: First XI Pavilion: This pavilion is arranged with the main spectator room with access to the balcony and a bar elevated to first floor level. Access is by grass slopes or a series of steps. Disabled access would require some assistance. The ground floor provides changing facilities with toilets and showers. Level access is available to most areas.

4.6: Rackets Court: This is a sporting building with access only required by participating pupils, their coaches and occasional visitors. Access to the building is by either of two stepped entrances.

The only viewing opportunity is from the viewing gallery which is accessed up a steep flight of stairs. Neither is suited to disabled access but the requirement for this is considered small.

4.7: Silk Hall: The Silk Hall is attached to the Music School and the stage level is accessible from the ground floor entrance foyer of the Music School and Theatre Foyer by a ramped passage. Wheelchair access would not be available to the upper levels of seating or to the upper levels of the Music School.

4.8: Sports Centre: The Sports Centre is a purpose-built facility providing a reception area, swimming pool, a sports hall, a weight training / fitness room and changing and toilet facilities at ground floor level. At first floor level is a purpose build fitness suite, physiotherapist suite, toilets, changing facilities and a gallery for viewing into the pool. The main entrance to the Sports centre is via the car park which has a stepped and ramp access facilities. Disabled parking facilities are available within the Car Park.

Group 5 – Support Service Facilities

These are support facilities employing and used frequently by support staff with a high degree of familiarity with their surroundings. Visits by pupils, members of college staff or other visitors are likely to be infrequent and would normally only be accompanied. Most of the functions carried out here are specialist in terms of their requirement for health & safety procedures to be adopted by those involved. This would not, of itself, preclude disabled staff from being employed but it would be necessary to be selective and the likelihood of needing to provide disabled access to these areas is small.

5.1: Grounds: The groundsman's complex is a single storey group of buildings providing office and messing facilities for the ground staff, with storage facilities for relevant ground working machinery. The entrances for buildings are on the same level, however there are no disabled toilet facilities situated within the complex. The situation should be regularly monitored.

5.2: Housekeeping: The housekeeping department moved into new accommodation as part of the new Kitchen contract completed in 2004. Access is only by the stepped main entrance but there is a level escape route to the Kitchen Yard. This could be used as a disabled access in the unlikely event of a need to receive any disabled visitors.

5.3: Kitchens: The kitchens were completely rebuilt in 2003/4. The main entrance is down a flight of steps but there is level access via the Kitchen Yard. The accommodation is all at one level and able to accommodate disabled access should this be required.

5.4: Laundry: The laundry enjoys proficient level access from the outside. The main ground floor working area is accessible to the disabled but would be cramped when in full use. The

toilets are accessible at ground floor level, but the staff rest room is up a flight of stairs. The Laundry, in its present state, could not easily be modified to provide ideal working conditions for a disabled person but the need for this is not foreseen soon. The situation should be regularly monitored.

5.5: Maintenance Yard: This is a working area with access only required by employees and occasional visitors such as staff or sales representatives. Access to the joinery and paint shops is level but most of the other areas are by stepped entrances. At present we have no disabled employees, but one could be accommodated without too much modification. The need for such modification should be kept under regular review.

5.6: External: Whilst this exercise has concentrated on the College's many buildings, access between those buildings is equally important. The main parking area is outside the Bursary and a drop kerb is provided for access to Reception in the Bursary. Other parking areas are outside Mansion and around Clocktower. Both areas feature areas of cobbled surfacing but there are sufficient smooth areas together with drop kerbs to maintain reasonable access.

An area where further consideration is required is the two main pedestrian crossings of the Main Drive between Modern Languages and Queen's Court and between Modern Languages and the Shop. During college main drive works the pavements and roadway at the pedestrian crossing areas were levelled to create suitable access for wheelchair use.

Review of action.

The provision of facilities for the disabled has been kept under regular review and appropriate facilities have been included within the design of all new buildings constructed during the past four years. These are referred to in the above sections.

There have been no disabled pupils, members of staff or regular visitors requiring any significant changes to our facilities. There is one pupil who is profoundly deaf and appropriate measures have been put in place to ensure that he is always made aware of the fire alarm.

To permit the college to accept students with disabilities which confine them to a wheelchair this report concludes with a summary of relevant findings (Appendix A).

Plan of Action for next three years

Based on the above summary and the attached spreadsheets, the actions listed below should be considered when preparing any new work programmes: -

Short Term Action: Review the access into the Classics corridor and to the Bursary. Review accessibility to all teaching functions at ground floor levels of science (if any disabled person can use the lifts in Modern Languages, Theatre and Queens Court in a fire alarm situation). If this assumption is incorrect, extend exercise to these buildings as well. Ensure that provision of disabled facilities, such as toilets, showers and ramps, are included within any planned refurbishment of the existing Socials. Fit additional carry chairs to locations containing lifts and ensure training is provided to relevant persons.

Medium Term Action: Review annually the requirement on if required new ramps could be added at flights of steps in Covered Passage to give access between Library, Mansion and

Chapel without destroying the 'ambiance'. Establish procedures to permit disabled visitors to be assisted to reach Chapel and/or Mansion Common Room (first floor) pending provision of ramps.

Long Term Action: Monitor and review requirements in all buildings, particularly all 'Entertainment & Sports' and 'Service' areas such as Grounds, Laundry and Maintenance Yard to assess how these could be made more accessible to the disabled should a need arise. Keep abreast of developments in new materials, technologies, and solutions available that could enhance the accessibility of Radley College's facilities to the disabled.

Access to the Curriculum

Making the Curriculum Accessible to pupils with different needs

Radley College is committed to ensuring that pupils with different needs can fully access the curriculum. Provision is reviewed based on the needed of the pupils at the time but may include:

- **mobility issues** – consideration given to location of classrooms, studies, ramps and lifts, consideration to co-curricular options
- **visual impairment** – use of large print, assistive technologies such as iPads, appropriate seating in classroom taking into account angle to board, glare from windows, appropriate use of colour, adjustments to co-curricular provision
- **access arrangements** - word processing, extra time, rest breaks
- **dyslexia** - vocab lists, alternatives to reading eg podcasts / video clips, repeat instructions, support with notetaking, structured / scaffolded answer, sometimes marking for content over spelling, teach proofreading skills
- **autism** (ASD/ASC/Aspergers) - create a consistent classroom routine, explicit instructions, check in for understanding, avoiding idioms, reducing anxiety around academic tasks
- **dyspraxia** (DCD, dysgraphia, hypermobility) - typing, allowing movement breaks, reduce sensory overload, give time to process language / answers
- **ADHD** - seating plan to reduce distractibility, discreetly prompt to focus, provide opportunity for controlled movement while listening eg fidget toy, praise effort & engagement, give upbeat reminders and support with organisation
- **processing speed** - establish routines, shorten repetitive assignments (eg even # questions only), provide lesson / topic notes
- **working memory** - provide written as well as spoken instructions, help with organisation, reminders for preps / events, lists of key features / themes / success criteria

Please see also the SEND Policy

EQUALITY ACCESSIBILITY PLAN – BUILDINGS – Appendix ‘A’

Consideration has been given to the practicality of admitting a pupil with muscular atrophy. As presently understood, this is based upon the following assumptions: -

- 1: He will be wheelchair bound (albeit motorised)
- 2: He will require the attention of a carer (presumably at all times)
- 3: He will be a day of full boarding pupil with his parents living close to the College
- 4: He will be boarded in J or K Social with access to a purpose-built bedroom.
- 5: He is a keen and able musician (piano)
- 6: He will need access to the Swimming Pool for hydrotherapy
- 7: It is assumed that he will not be able to participate in other sports
- 8: He will be provided with wheelchair appropriate transport for travel to and from college.
- 9: Provision will be made for appropriate transport for school trips where applicable.
- 10; Personal Emergency Evacuation Plan (PEEP) to be completed by HODS and Social Tutor.

These assumptions should be verified and reviewed as further information becomes available.

General: All buildings to which he will require access should be reviewed to ensure that handles, switches and signage are located at appropriate levels for him to access and use. His condition may preclude him from reaching forward or exerting any significant force on doors or other controls. This could prove very significant in deciding whether or not it is realistic to admit him to the College.

Once his movements and requirements are known, detailed risk assessments will be required to ensure his safety and the safety of others likely to be affected by his presence. His wheelchair could present an obstruction to the free flow of other pupils in corridors and elsewhere. Externally, paths and road crossings that he is likely to use will have to be checked for width, gradient, lighting and obstructions.

In all things, his condition and abilities need to be considered within the context of peer pressure and his ability to compete and be accepted within the College’s routines without feeling isolated or discriminated against. It may be that he would feel more comfortable and thus better able to progress his education in a situation where he is not the only pupil with a significant disability.

Socials: As detailed within the accessibility plan, there are Socials with good level access, disabled toilets and good quality rooms available on the ground floor. If the pupil is not to be resident, no bed is required which will free up additional space for ease of use of the wheelchair. It needs to be established whether or not the carer will share the room or need an additional room (and access to female toilets).

Access to all Social facilities will not be available to him, notably Cocoa Rooms and access to PHM or Sub-tutor, depending upon the Social to which he is linked. Detailed consideration

needs to be given to choosing the most appropriate Social once his needs are identified in greater detail.

Teaching Facilities: At present, he would be denied access to Classics and Theology (requires a ramp), Music technology (requires to be available at ground floor level), some areas of Physics and Art (first floor facilities only), Electronics (only available at first floor) and CCF.

Administrative Facilities: He would be unable to access the Bursary (ramp required). It is assumed that he will require access to the Chapel, Library and Mansion so some form of permanent ramps may be more appropriate than the current portable ones. Access to the Medical Centre and Shop should be available on ground floor levels.

Sports Facilities: It is assumed that his major sporting interest will be the pool and hydrotherapy. Access to the Sports Centre will be required at grade but, hopefully, this will be achieved as part of the imminent improvements. There is a hoist in the pool so an appropriate therapy routine should be possible. Requirements for any other sporting activities will be reviewed once they have been identified. Should the Barker Gym be required, an access ramp would be required unless a level access can be formed on the east side.

Service Facilities: It will be necessary to check whether or not he will be able to help himself to food within the Kitchen Servery or whether his carer needs to deal with that to avoid dropping the tray or food. He may need some privacy or special provisions at meal-times dependent upon his ability to feed himself without drawing comments from other pupils.

Summary: The College has its own separate policy with regards to access under the Equality Act 2010, however there are several buildings which are listed and would require an exceptional amount of work to be completed if permitted. Where this cannot be completed an alternative method will be sought to ensure all can enjoy the facilities the College has to offer.

This review forms the basis for the Colleges continual plan to improve upon current facilities and also ensure the highest quality access is provided when either upgrading or in the construction of new buildings.

The review, plan and strategy is completed by the facilities Coordinator and discussed with the College Bursar and Estates Bursar. Once agreed the completed documents, Plan, Strategy, Policies and 4-year timeline plan for works is submitted to the Senior Management Team and the Council for their confirmation and signatures where applicable.

Items completed will remain on the policy until the next annual review which is to be completed during January of each year.

Radley College Equality Act: Four Year Plan (Rolling) 2021 - 2024

Location	Planned Requirements	Year of Completion			
		2021	2022	2023	2024
Chapel	Works to Chapel completed 2021, ongoing review for disability access to Ground floor only.		X		
Bursary	Use temporary ramps as provided by Housekeeping when required		X		
Golf Club	Use temporary ramps as provided by Housekeeping when required		X		
Mansion	Use temporary ramps as provided by Housekeeping when required		X		
Modern Languages	Provide refresher training for evacuation chair by end of October 2022		X		
New Pavilion	Provide refresher training for evacuation chair by end of October 2022		X		
Queens Court	Provide refresher training for evacuation chair by end of October 2022		X		
Equality Policy	Annually review, update, and submit for signature for November.		X	X	X
Roadways	Continually review of roadways and kerb lines for disability access.		X	X	X

NB, Items reviewed periodically.