



SEDBERGH SCHOOL

Accessibility Plan 2018-21	
Version	2018.1
Effective from	July 2018
Extent of Policy	Sedbergh School
Policy Owner	Bursar
Review by	July 2017
Governor	John Warburton-Lee
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Circulation	Parents by request
Publication	Website

Introductory Statement

Sedbergh School ('the School') strives to be a fully inclusive school and aims to ensure that pupils of all abilities can participate fully in the life of the School.

We are therefore committed to providing an environment which can be accessed by all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging social attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This accessibility plan has been drawn up in consultation with the management of the School and covers the period from 1 September 2018 to 31 August 2021. The implementation of the plan will be annually reviewed, and there will be an annual report to the governing body identifying which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The School's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs & Disability Policy.

Background

The School's layout and facilities

The School occupies a large site consisting of many separate buildings, some of which are listed. The buildings do not have lifts. Teaching takes place in fixed classrooms for each subject which means pupils move widely around campus. This requires pupils to go from classroom to classroom, often under tight time pressures using steps stairs and uneven ground.

Sedbergh School is predominantly a full boarding school based upon a traditional boarding house structure. The boarding houses are widely dispersed around campus and consist of multi storey buildings with accommodation; social and catering facilities located on different floors. Again given the age and layout of many of the buildings, pupils are required to use stairs and steps for routine access and emergency evacuation purposes.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the School curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities

In addition, the longer term plans for extensive modernisation of boarding accommodation will include provision for disabled access.

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have

received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Special Educational Needs

We will ensure that we comply with our legal requirements and guidance provided including:

- Guidance to schools on their obligations under the Equality Act 2010 to complement the technical guidance published by the EHRC
- The SEN & Disability Code of Practice: 0 to 25 years (January 2015)
- Statutory guidance on supporting pupils with medical conditions in May 2014

Revised July 2018

P S Marshall
COO, Bursar & Clerk to the Governors

Increasing the extent to which physically disabled pupils can participate in the School curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>Ensure existing and new teaching staff joining the School in September 2019 have the knowledge and understanding required to support disabled pupils.</p> <p>Identifying the specific needs of disabled pupils joining the School in accessing the curriculum</p>	<p>Periodic training of all staff including start of term induction in providing support to pupils with SEND</p> <p>Periodic training of all staff in disability discrimination awareness</p> <p>Review of the pupil population at the beginning of each term to identify issues and develop appropriate strategies</p>	<p>Staff confidence in providing appropriate teaching and support for disabled pupils.</p> <p>Staff awareness of disability discrimination.</p> <p>Disabled pupils are able to access their choice of curriculum activities as far as possible</p>	September 2019	<p>Flexible approach to disabled pupils.</p> <p>Success of disabled pupils in examinations.</p> <p>Effective SEN support to individual pupils with clear personalised action plans.</p>
Medium term	<p>Introduction of relevant equipment to aid disabled pupils particularly those with a visual or hearing impairment.</p> <p>Further development of SEN provision</p>	Regular discussions with staff, parents and pupils.	Improved ability in looking after disabled pupils.	Ongoing	Allowing pupils to benefit as much as possible from a Sedbergh education
Long term	New facilities incorporate relevant equipment to support curriculum access eg Hirst Centre opened in September 2018 with full disabled access provision.	Programme of staff induction and training, inclusion of information in Staff Induction Pack	Excellent care for disabled pupils	Ongoing	Pupils and parents pleased with the care given.

Improving the physical environment of the School to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	All parking zones have suitably marked disabled parking.	Improved parking for people with mobility difficulties.	March 2019	Improved access to School site.
Short term	Enable disabled pupils and visitors to move more easily around the campus	Review pathways and roads on campus and resurface where required	Continue to improve surfaces on paths and roads, eg – – Winder Drive – Main School car park – Carus – School Hill	Incorporated in the MRR schedule of future works	Improved access to School site.
Short term	Enable disabled pupils and visitors to access School buildings and teaching facilities	Review access doorways with steps, consider manufacture of temporary ramp for main areas	Wheelchair access to main areas within School buildings Hirst Centre completed September '18 Guldrey Music Centre to be completed by March 2019	Review December '18	Improved access to School site.
Short term	Assess boarding houses in terms of accessibility	Conduct assessment of each house, considering various disabilities.	Knowledge of appropriate accommodation for disabilities, eg Marshall House ground floor bedrooms and showers	December '18	Improved knowledge for management
Medium Term	New sports and recreation facility will offer community access for disabled users	Engagement of relevant local community groups to identify opportunities to develop wider	Scheduled use of the facility by disabled users	December '18	

	Targets	Strategies	Outcome	Timeframe	Goals achieved
		access to the facility for disabled users.			
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify location, draw up plans for new construction.	Minimum of one accessible toilet in each main building, eg in Carus new facility, Hirst Centre Powell Hall toilet reconfiguration planned	Ongoing	Improved facilities for disabled pupils and visitors.
Medium term	Development of new facilities – Sixth Form Centre, Design & Technology Centre, new sports and recreation facilities, Queen's Hall	New facilities will fully comply with current legislation regarding disabled access	Easy access to teaching and social facilities for pupils using wheelchairs	2018-2021	Improved facilities for disabled pupils and visitors.
Long term	Provide suitable boarding accommodation for disabled pupils.	Full review of boarding accommodation including ablutions	Modernisation of boarding houses	On commencement of modernisation programme	Improved access to Sedbergh education for disabled pupils.

- **Improving the delivery of information to disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats, including use of coloured backgrounds to aid dyslexic pupils, including costings.	If needed, the Learning Support department could provide written information on alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Short term	Ensure appropriate software in use to aid the use of computers by visually impaired pupils and staff	Research and installation	Visually impaired pupils and staff have greater access to computer facilities	Ongoing	Delivery of information to disabled pupils is improved.
Medium term	Ensure staff know what resources are available and what support they have.	Training and awareness sessions	Better provision of teaching aids	Inset – ongoing	Pupils better catered for.
Long term	Maintain staff awareness of provision of resources for pupils with disabilities	Programme of staff induction and training.	Excellent provision of resources for disabled pupils	Inset – ongoing	Pupils and parents pleased with the provision.

- **Improving the delivery of information to pupils with special needs**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Dyslexia	Ensuring support to aid learning	Learning Support department gives support to pupils and provide staff induction and training. Additional staff resources in the Learning Support department	Pupils work and organisational skills benefit from the support provided.	Annual staff training and induction for new staff	Pupils properly supported
Hearing problems	Ensure staff know what resources are available and what support they have.	Training and awareness sessions	Pupils with hearing problems are supported	Training and induction for staff involved with those pupils	Pupils better catered for.
EAL pupils	Needs of each pupil is identified and support strategies put in place.	Programme of staff induction and training to include ideas of developing vocabulary and awareness of cultural differences.	Excellent provision of resources for EAL pupils	Annual staff training and induction for new staff	Pupils for whom English is an Addition Language have a much improved understanding of the language.
Pupils with ongoing medical conditions	Needs of each pupil is identified and support strategies put in place.	Individual strategies and work plans in place.	Allow pupils with ongoing medical conditions to attend School where possible	Ongoing Policy in place	Pupils properly supported