



## SEDBERGH SCHOOL

<b>Accessibility Plan 2016-19</b>	
Version	2016.1
Effective from	July 2016
Extent of Policy	Sedbergh Senior School
Policy Owner	Bursar
Review by	January 2017
Governor	John Warburton-Lee
Frequency of Audit	Annual
Circulation	Parents by request
Publication	Website

### **Introductory Statement**

This accessibility plan has been drawn up in consultation with the management of the School and covers the period from 1 January 2016 to 1 January 2019.

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

### **Background**

#### **The School's layout and facilities**

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies a large site consisting of many separate buildings, some being historic and 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 buildings are widely dispersed around campus and consist of multi storey buildings with accommodation social and catering facilities on several 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

Attached are three action plans relating to the above. These will be reviewed every six months as a minimum. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Curriculum Policy

The Plan will be monitored through the Bursar's Office. There will be a full review of the Plan on a six monthly basis during the lifetime of the Plan (ie three years), reporting the implementation of the Plan to the Headmaster. The Plan will be renewed on a three yearly cycle.

### **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.

### **Sports activities**

The new government sport strategy “Sporting Future: a new strategy for an active nation”, published by the Department of Culture, Media and Sport in December 2015, placed a particular emphasis on helping inactive people to become more active. Achieving this goal will include helping disabled people to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring disabled people are properly represented among sport volunteers, coaches, the wider workforce and leadership.

Sedbergh School will work with staff and community agencies to offer the widest possible range of sports and physical activities using the existing campus facilities including the new Sports & Recreation Centre scheduled to open in October 2017.

### **Special Educational Needs**

The duties on Special Educational Needs and disabilities apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:

- Guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the EHRC
- The SEN & Disability Code of Practice Sept 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015).
- Statutory guidance on supporting pupils with medical conditions in May 2014

Policy written September 2013

Revised November 2014

Revised September 2015

Revised January 2016

Revised July 2016

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

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils.</p> <p>Identifying the specific needs of disabled pupils in accessing the curriculum</p>	<p>Periodic training of staff involved in providing support to pupils with Special Educational Needs –</p> <p>Periodic training of all staff in awareness of disability discrimination</p> <p>Review of 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 2016	<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>
<b>Medium term</b>	<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.	March 2017	Allowing pupils to benefit as much as possible from a Sedbergh education
<b>Long term</b>	New facilities incorporate relevant equipment to support curriculum access.	Programme of staff induction and training, inclusion of information in Staff Induction Pack	Excellent care for disabled pupils	March 2018	Pupils and parents pleased with the care given.

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

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Enable disabled pupils and visitors to park within reasonable distance of the School.	All parking zones to include suitably marked disabled parking.	Improved parking for people with mobility difficulties.	September 2016	Improved access to School site.
<b>Short term</b>	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	MR&R schedule 2016-17	Improved access to School site.
<b>Short term</b>	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	Completed	Improved knowledge for management
<b>Medium Term</b>	New sports and recreation facility will offer community access for disabled users	Engagement of relevant local community groups to identify opportunities to develop wider access to the facility for disabled users.	Scheduled use of the facility by disabled users	September 2017	
<b>Medium term</b>	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	Ongoing Review MT16	Improved facilities for disabled pupils and visitors.

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
			Carus new facility, new Sports Hall		
<b>Medium term</b>	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	2016-19	Improved facilities for disabled pupils and visitors.
<b>Long term</b>	Provide suitable boarding accommodation for disabled pupils.	Full review of boarding accommodation including ablutions	Modernisation of boarding houses	Due to commence 2019	Improved access to Sedbergh education for disabled pupils.

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

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	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.
<b>Short term</b>	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.
<b>Medium term</b>	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.
<b>Long term</b>	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**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Dyslexia</b>	Ensuring support to aid learning	Special needs unit give 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
<b>Hearing problems</b>	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.
<b>EAL pupils</b>	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.
<b>Pupils with ongoing medical conditions</b>	Needs of each pupil is identified and support strategies put in place.	Individual strategies and work plans in place. Policy to be written to cover this.	Allow pupils with ongoing medical conditions to attend School where possible	Ongoing Policy to be in place during MT16	Pupils properly supported