



## CASTERTON, SEDBERGH PREPARATORY SCHOOL

<b>Accessibility Plan 2021-24</b>	
Version	2023.1
Effective from	September 2023
Extent of Policy	Prep School
Policy Owner	Bursar (Operations)
Review by	September 2024
Governor	John Warburton-Lee
Frequency of Audit	Annual
Circulation	Parents by request
Publication	Website

### **Introductory Statement**

Casterton, Sedbergh Prep 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 that 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 2021 to 31 August 2024. 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 a number of separate buildings, some historic, of several storeys. 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.

Casterton, Sedbergh Prep School is a day and boarding school based upon a traditional boarding house structure. The boarding houses 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

### **Welcoming and Preparing for Disabled Pupils**

Where it is practicable to make reasonable adjustments to enable 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**

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 2010 to complement the technical guidance published by the EHRC – Last updated June 2015
- The SEN & Disability Code of Practice: 0 to 25 years – Last updated April 2020
- Statutory guidance on supporting pupils with medical conditions – Last updated August 2017

S P Ewence  
Bursar (Operations)  
Revised September 2023

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	<p>Ensure existing and new teaching staff joining the School in September 2021 and annually 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 staff involved in providing support to pupils with Special Educational Needs</p> <p>Periodic training of all staff in awareness of disability discrimination awareness</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 discrimination</p> <p>Disabled pupils are able to access their choice of curriculum activities as far as possible</p>	Annual	<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>	<p>Regular discussions with staff, parents and pupils. Equipment Procurement</p>	<p>Improved ability in looking after disabled pupils</p>	Ongoing	<p>Allowing pupils to benefit as much as possible from a CSPA education</p>
<b>Long term</b>	<p>New facilities incorporate relevant equipment to support curriculum access</p>	<p>Programme of staff induction and training, with inclusion of information in the Staff Induction Pack</p>	<p>Excellent care for disabled pupils</p>	Ongoing	<p>Pupils and parents pleased with the care given</p>

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<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 spaces	Improved parking for people with mobility difficulties. Pavilion and Sports Hall to be completed	2023/24	Improved access to School site, accessible parking installed at Main School
<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 Introduce improved traffic calming measures	Continue to improve surfaces on paths and roads.	Incorporated in the annual MR&R schedule of future works	Improved access to School site
<b>Short term</b>	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	Completed	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	Completed	Improved knowledge for management
<b>Medium term</b>	Provide accessible toilet facilities for disabled pupils and visitors	Identify location, draw up plans for new construction.  All new facilities to have disabled toilet	Minimum of one accessible toilet in each main building	Ongoing	Improved facilities for disabled pupils and visitors
<b>Medium term</b>	Development of new facilities	New facilities will fully comply with current legislation regarding disabled access	Easy access to teaching and social facilities for pupils using wheelchairs	Ongoing	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	Ongoing modernisation of boarding houses	As budget permits	Improved access to CSPA education for disabled pupils
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• **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	Annual improvement	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 Annual improvement	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 – Annual	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 – Annual	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	Learning Support department gives support to pupils and provides 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	Allow pupils with ongoing medical conditions to attend School where possible	Ongoing Policy in place	Pupils properly supported



## Appendix D

### CASTERTON SEDBERGH PREP SCHOOL ACCESSIBILITY PLAN – REQUIREMENTS AS AT 1st NOVEMBER 2020

The following requirements are a combination of work which can be addressed immediately and longer-term investments into accessibility which should be included in the MR&R planning process.

Serial	Item	Description	Responsible
<b>Clerk of Works and Immediate Resolution</b>			
	<b>Car Parking</b>		
1.	Designated Disabled Car Park Space outside Kitchen / dining room on existing tarmac.	3.6m wide to be marked out and signed as designated disabled parking. Completed.	Clerk of Works
2.	Outside sports hall	Subject to improved tarmac parking area and access through side doors. Ongoing – waiting for tarmac.	MR&R TBC
3.	Pavilion and sports pitches	On completion of building projects and subject to appropriate tarmac standing Ongoing – waiting for location confirmation from HM.	MR&R TBC
	<b>Paving</b>	<b>Suitable paving required to avoid gravel for wheelchairs</b>	
4.	Sports Hall	To access side doors from disabled space if required Completed – disabled ramp access in place.	MR&R TBC
	<b>Disabled Toilets</b>	<b>Signed, with suitable door and wheelchair access to room and toilet. Equipped with appropriate rails etc.</b>	
5.	Main Building Staff Toilet	Existing disabled facility in staff toilet – minor works and signing. Completed.	Clerk of Works
6.	Sports Hall	Upgrade to existing disabled facility Ongoing – potential link to Sports Hall project.	Clerk of Works
7.	Pavilion	Upgrade to existing disabled facility.	Clerk of Works

Serial	Item	Description	Responsible
		Completed in existence with wet room.	
	<b>Grab Rails</b>	<b>For disabled and older people, grab rails to help access up steps, to door handles and entry to buildings. These are a much-needed tool. All need to be in keeping with the age of the buildings and samples cleared by the Principal and COO</b>	
8.	Main School	At front entrance Completed.	Clerk of Works
9.	Main School	Garden entrance Completed.	Clerk of Works
10.	Main School	Rear entrance Completed – handrail in place.	Clerk of Works
11.	Main School	Rear of Tom Penny Theatre. Completed – wall down one side.	Clerk of Works
12.	Sports Hall	Rear and side doors. Completed.	Clerk of Works
13.	Swimming pool	Main entrance. Completed – handrail in place.	Clerk of Works
	<b>Improvements to Door Access</b>		
14.	Kitchen door	Automatic door opening Completed – Door is on a keypad and doorbell now installed.	MR&R
15.	Rear of Tom Penny	Ramp Completed – new door in place with access.	
16.	Sports Hall	Ramps where required	

Serial	Item	Description	Responsible
		Completed – ramp in place at bottom (West) fire exit door. (Transportable ramp purchased).	
	<b>Wider School Consideration</b>	<b>Items to be added over time according to need</b>	
17.	Accessibility on Key Routes	All main routes to be considered for steps, curb access and crossing points. Also, uneven paths and gravel Ongoing – to be assessed in conjunction with tarmac project.	
18.	Accessibility to boarding houses, maths, science, music, home economics, range, art and DT.	All need consideration for disabled access Ongoing – further study required.	
19.	Events	Reserved seating in aisles, seats removed to make space for wheelchair access. Ongoing.	
20.	Web site and communication	To be updated with disabled access information and point of contact. Completed – information now added.	
21.	Accessibility Map on web site	Suitable map which can be available on the website or sent to disabled people on request. Should include: wheelchair routes, awkward curbs, slopes, grab rails, disabled toilets and car parking spaces.  Completed – Covered by statement on website.	
22.	Notice on website about assistance dogs	Sedbergh School welcomes registered assistance dogs. Completed – Covered by statement on website.	
23.	Contact number	Select and advertise on the web a suitable point of contact for accessibility Completed – Covered by statement on website.	
24.	Braille signage	Also partially sighted.	

Serial	Item	Description	Responsible
		Ongoing.	
25.	Consideration for deaf / partially deaf	Hearing loop in main auditoriums. Completed - portable hearing loop procured.	

### Appendix 3

#### SEDBERGH SCHOOL'S DIGITAL AND WEB ACCESSIBILITY PLAN – REQUIREMENTS AS AT 1st NOVEMBER 2020

The following requirements are a combination of work which can be addressed immediately and longer term investments into accessibility which should be included in the MR&R planning process.

Serial	Item	Description	Responsible
	<b>Initial Requirements</b>		
1.	Digital Accessibility Policy	A short document outlining the School policy on providing digital accessibility for pupils, staff, parents and website visitors. Ongoing – Policy to be drafted by Head of IT and Digital Strategy.	
2.	Assessment of Requirement	Short description of what is needed to ensure that each element of digital web communication meets the requirements of the policy. Ongoing – With Head of IT and Digital Strategy.	
3.	Action Plan	Plan outlining what is needed and when based on the requirements document. Ongoing – With Head of IT and Digital Strategy.	