



SEDBERGH SCHOOL

| Accessibility Plan 2025-28 | |
|-----------------------------------|------------------------|
| Version | 2025.1 |
| Effective from | September 2025 |
| Extent of Policy | Sedbergh School |
| Policy Owner | Director of Operations |
| Review by | September 2026 |
| Governor | John Warburton-Lee |
| Frequency of Audit | Annual |
| 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 2025 to 31 August 2028. 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 timeframes 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 Hirst Centre is the only building with a passenger lift. 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:

- Provide Special Educational Needs and Disability (SEND) support where necessary
- Improve the environment of the School to increase access to education and services by physically disabled pupils, parents and visitors.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities
- have regard to the need to allocate adequate resources for implementing this Plan

The table at Appendix A provides an outline action plan for ensuring that SEND pupils can access the School curriculum and facilities, including the delivery of information. Appendix B outlines the plan for physical access for SEND pupils. Appendix C introduces the School Digital and Web accessibility plan. The table at Appendix D highlights the areas where action is being considered for improvement of SEND access, based on discussions and a site visit with a disabled member of staff. The table at Appendix E is a list of some of the main achievements to date for those who are unfamiliar with the accessible facilities already in place.

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

Welcoming and Preparing for SEND 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 SEND 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 SEND 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 and Disabilities

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 2018
- Due regard for the SEND Code of Practice: 0 to 25 years, Last updated September 2024
- Statutory guidance on supporting pupils with medical conditions at School, Last Updated August 2017

S P Ewence
Bursar (Operations)
Revised July 2025

Appendix A

Ensuring that pupils with disabilities or with learning needs can participate in the School curriculum

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|----------------|--|---|---|--|---|
| Current | <p>Ensure existing and new teaching staff joining the School in September 2024 and subsequent years have the knowledge and understanding required to support SEND pupils.</p> <p>Identifying the specific needs of SEND pupils joining the School in accessing the curriculum</p> <p>Schemes of work make reference to pupils with a specific learning need and/or Educational Health Care Plan (EHCP)</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 SEND pupils.</p> <p>Staff awareness of disability discrimination.</p> <p>SEND pupils can access their choice of curriculum activities as far as possible</p> <p>Teachers make reasonable adjustments to the delivery of the curriculum for pupils with SEND</p> | <p>Ongoing with staff during Annual Inset and termly/ monthly departmental teaching staff training</p> | <p>Flexible approach to SEND pupils.</p> <p>Success of SEND pupils in examinations.</p> <p>Effective SEN support to individual pupils with clear personalised action plans.</p> |

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|----------------|--|---|---|------------------------------------|--|
| Current | Assessments and screening process to ensure all pupils are able to have access to an assessment/ screener that enables them to access the curriculum and examinations. | <p>A SEND referral process identifying where a pupil is falling below the expected attainment grades or level of progress.</p> <p>Specific Learning Difficulties Teacher (SpLD) qualified to assess in line with JCQ regulations.</p> <p>Build relationships with external assessors in line with JCQ regulations</p> | Pupils meet the required criteria for exam access arrangements providing reasonable adjustments e.g. extra time or a reader/scribe during internal and external examinations. | Current practice in place ongoing. | All pupils needs requiring reasonable adjustment during exams are met. |
| Current | Ensure staff know what resources available and what support are they have | Training and awareness sessions | Better provision of teaching aids | Inset – Annual and termly meetings | Pupils better catered for |
| Current | Ensuring availability of teaching resources are available in both written and electronic format where appropriate, including exam papers as required, including modified/braille papers. | 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 | <p>Delivery of information to SEND pupils is improved.</p> <p>Learning support supported a visually impaired pupil between Sept 2021 and July 2024</p> |

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|----------------------|---|---|--|---|--|
| Current | To embed the use of assisted technology to increase access to the curriculum through on-going training for staff and SEND pupils in the use of the Read and Write programme and Exam.net for examinations | Acquisition and training to ensure that relevant staff understand what is available and how to utilise the programmes in support of the SEND pupils | Appropriate computer programmes procured and suitable IT support available to ensure full access for SEND pupils including during exams. For SEND pupils, reasonable adjustments have been achieved ensuring access to the curriculum | Ongoing termly and annually | Pupils are using the programmes in lesson and prep and are also able to take examinations supported by the software in line with their exam access arrangements. |
| Current | Needs of each EAL 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 |
| Current | Medical conditions of each pupil are 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 Links to SEND Policy | Pupils properly supported |
| When required | Introduction of relevant equipment to aid SEND pupils particularly those with a visual or hearing impairment. | Regular discussions with staff, parents and pupils. | Improved ability in looking after SEND pupils. | Regular Meetings | Allowing pupils to benefit as much as possible from a Sedbergh education |

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|---------------------------|--|---|--|------------------|---|
| | Further development of SEND provision | | | | |
| When Required | 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 Work with pupil's home local authorities on advice on managing visually impaired pupils | Ongoing | Delivery of information to SEND pupils is improved. Learning support supported a blind pupil between Sept 2021 and July 2024 |
| Long term Planning | 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 confident about the care given. A rise in School reputation leading to increased numbers selecting Sedbergh because of the level of support provided |

Appendix B

Improving the environment of the School to increase access to education by pupils parents and visitors with physical disabilities

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|-------------------|--|--|---|---|--|
| Short term | Enable disabled visitors to park within reasonable distance of the School. | All parking zones have suitably marked disabled parking. | Improved parking for people with mobility difficulties. | Complete | 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. Full accessibility survey of both campuses recommended. | Continue to improve surfaces on paths and roads, eg – – Winder Drive – Main School car park – Carus House – School Hill | Incorporated in the MRR schedule of future works. See Appendix D for more detail and Appendix E for completed works | Improved access to School site. Winder Drive roadway surface was tar-and-chip dressed in 2020. |
| 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 Lodge completed March 2019 Universal portable ramps purchased | Completed | Improved access to School site. Universal portable ramps can be used on steps in Main School, Chapel, Queen's Hall downstairs and other locations with step access Access to upstairs in Queen's Hall 6 th form |

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|--------------------|---|---|--|------------------|---|
| | | | | | area has been improved |
| 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 | Complete | Improved knowledge for management No changes made |
| 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 access to the facility for disabled users. | Scheduled use of the facility by disabled users | Completed | Now completed. |
| Medium term | Provide accessible toilet facilities for disabled pupils and visitors. | Identify location, draw up plans for new construction. Full accessibility survey of both campuses recommended. | Minimum of one accessible toilet in each main building, eg in Carus new facility, Hirst Centre | Completed | Improved facilities for disabled pupils and visitors. Powell Hall disabled toilet installed in front foyer toilet area 2022. Level entry facilities completed ground floor Powell Hall academic corridor 2023 |

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|--------------------|--|--|--|------------------|--|
| Medium term | Development of new facilities Design & Technology Centre, | New facilities will fully comply with current legislation regarding disabled access | Easy access to teaching and social facilities for pupils using wheelchairs | 2025/26 | Improved facilities for disabled pupils and visitors. Appendix D |
| Long term | Provide suitable boarding accommodation for disabled pupils. | Full review of boarding accommodation including ablutions. Full accessibility survey of both campuses recommended and include actions in the specification for the modernisation project. | Modernisation of boarding houses | 2025 to 2027 | Improved access to Sedbergh education for disabled pupils. Level entry ground floor bedrooms upgraded in School House, Sedgwick House, Hart House and Winder House 2022/2023 |

Appendix C**SEDBERGH SCHOOL'S DIGITAL AND WEB ACCESSIBILITY PLAN – REQUIREMENTS AS AT 28th July 2025**

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 | Timeframe / MR&R | Responsible |
|---------------|------------------------------|--|---|---------------------------------|
| | Initial Requirements | | | |
| 1. | Digital Accessibility Policy | A short document outlining the School policy on providing digital accessibility for pupils, staff, parents and website visitors. | Complete – see E-Safety Policy appendices | 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. | Complete – see E-Safety Policy appendices | Head of IT and Digital Strategy |
| 3. | Action Plan | Plan to outline what is needed and when, based on the requirements document. | Complete | Head of IT and Digital Strategy |

Appendix D

SEDBERGH SCHOOL ACCESSIBILITY PLAN – REQUIREMENTS AS AT 28th July 2025

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 | Timeframe / MR&R | Responsible |
|--------|---------------------------|--|------------------|-----------------|
| | Accessible Toilets | Signed, with suitable door and wheelchair access to room and toilet. Equipped with appropriate rails etc. | | |
| 1. | Swimming Pool | Better signs and key access required. Route to be clear of vehicles which includes requirement for no parking signs | MR&R 2025/26 | Clerk of Works |
| 2. | Old Sports Hall | Better signs required to advertise access – Ongoing, solution needed re steps. | MR&R 2025/26 | Clerk of Works |
| | Grab Rails | For the those requiring assistance and older people, including blind / partially sighted grab rails to help access up steps to door handles and entry to buildings. All need to be in keeping with the age of the buildings and samples cleared by the Heads and COO All rails and grab rails are subject to planning applications and listed building consent. Generally drilling into listed buildings is not allowed | | Estates Manager |
| 3. | Main School | At Headmaster's entrance. Ongoing - Surveyed – Option for freestanding handrails to be fabricated (estimate £2,500). Short Term – Listed building application being compiled for grab handle to be permanently installed both sides. – Unlikely to be allowed. Longer Term – required sandstone ramp and ornate handrails to be installed and further Listed Building Consent necessary. | MR&R 2025/26 | Clerk of Works |

| Serial | Item | Description | Timeframe / MR&R | Responsible |
|--------|--|---|---|-----------------------------------|
| 4. | Road Crossings Consideration for blind / partially sighted crossing provision | Major road crossings require tactile paving. Issue has been raised with Westmorland and Furness Council who have responsibility for any ingress onto public highways. | Long term programme with Parish and local council | Bursar Operations |
| | Improvements to Door Access | | | |
| 5. | Powell Hall access from Hall to MFL corridor | Automatic door opening. Included within the Powell Hall refurbishment plan. | MR&R 2026/27 | Estates Project Manager |
| | Wider School Consideration | Items to be added over time according to need | | |
| 6. | Accessibility on Red Routes | All main routes to be considered for steps, curb access and crossing points. Also, uneven paths and gravel. Access in conjunction with tarmac project. | In phases over MR&R 2025/26 MR&R 2026/27 | Clerk of Works |
| 7. | Boarding Houses | All to be considered in line with proposals above, including: Accessible parking, toilet access, grab rails and wheelchair access. Considerations to included permanently or temporarily disabled pupils Ongoing development project. | | Bursar Operations |
| 8. | Brail signage | Also partially sighted. Ongoing. | | |
| 9. | Consideration for deaf / partially deaf | Hearing ring in main auditoriums. Completed – procurement of mobile hearing loop for both sites. Installation of fire alarm beacons in shower and toilet facilities in Sports Halls, day pupil toilets and Carus House day pupil facilities Cabling for vibration pillow pad in Carus House to accommodate occasional day pupil overnight stays. | September 2025 MR+R 24/25 | Facilities Manager/Clerk of Works |

Appendix E

SEDBERGH SCHOOL ACCESSIBILITY PLAN – COMPLETED TASKS AS AT 28th July 2025

The following cover a list of requirements which have been addressed since 2019 as a statement of the School's commitment to improving accessibility.

| Serial | Item | Description |
|--------|---|--|
| | Car Parking | |
| 1. | Chapel and Queen's Hall upstairs | Not marked but signed at rear door of Chapel. Disabled access sign on gate from road and sign in hedge. |
| 2. | Swimming Pool, Queen's Hall and Bursary | Space set out at Queen's Hall end of existing car park on gravel. Completed – A has been signed out at Queen's Hall and a fully compliant accessible parking space has been added to the Bursary parking area. |
| 3. | Back Lane | Back Lane and Loftus Hill car park have disabled parking bays. |
| 4. | Main School | Accessible parking spaces in Main School car park and at Powell Hall |
| | Accessible Toilets | Signed, with suitable door and wheelchair access to room and toilet. Equipped with appropriate rails etc. |
| 5. | Powell Hall Staff Toilet | Completed in 2023 as part of the Powell Hall refurbishment and Tech Centre plan. |
| 6. | Powell Hall Foyer Toilets | Completed 2022 as part of the Powell Hall refurbishment. |
| 7. | Swimming Pool | Accessible toilet and shower available at the Swimming Pool, situated between male and female changing facilities with separate access to the Swimming Pool and therefore not gender specific. |
| 8. | Old Sports Hall | |
| 9. | Hirst Centre | Included in original design |
| 10. | Events | Extra facilities are available for major events |
| | Grab Rails | For the disabled and older people, including blind / partially sighted grab rails to help access up steps to door handles and entry to buildings. All need to be in keeping with the age of the buildings and samples cleared by the Principal and COO All rails and grab rails are subject to planning applications and listed building consent. Generally drilling into listed buildings is not allowed |
| 11. | Chapel | At rear door. Completed – building consent granted and rails fitted April 22. |

| Serial | Item | Description |
|---------------|---|---|
| 12. | Buskholme Playing Field | Added handrail to side of steps down to track. Completed 2022 – Option to use an alternative, safer route down onto the athletics track. |
| | Improvements to Door Access | |
| 13. | Bell for Bursary Door | So disabled person can alert Bursary reception without having to enter Bursary. Completed - door bell is installed. |
| 14. | Access Ramps or wheelchair accessible ramps | Access Ramps are available for use in the following areas: <ul style="list-style-type: none"> • Main School building at the Headmaster’s door • School Chapel • Queen’s Hall (upstairs and downstairs) • Swimming Pool • Sports Halls • John Arden Theatre • Guldrey Lodge • Hirst Centre (also a lift to the Hospitality Suite) • School House dining room • Sedgwick House dining room • Ramps can be provided at other locations on request |
| | Wider School Consideration | |
| 15. | Accessibility on Red Routes | All main routes have improved curb access and crossing points. |
| 16. | Events | Reserved seating in aisles, seats removed to make space for wheelchairs access |
| 17. | Website and communication | Updated with disabled access information and point of contact. Completed – Accessibility statement now on website for both Schools. |
| 18. | Accessibility map on web site | This has been achieved with a statement on the School websites outlining locations of wheelchair routes, awkward curbs, slopes, grab rails, accessible toilets and car parking spaces. |
| 19. | Notice on website about assistance dogs | Sedbergh School welcomes registered assistance dogs. There is a statement on the website |

| Serial | Item | Description |
|---------------|---|--|
| 20. | Contact number | Select a suitable point of contact for accessibility and advertise on the website. Covered on the website |
| 21. | Consideration for deaf / partially deaf | A of mobile hearing loop has been procured for both sites to allow hearing in main auditoriums. |