



## CASTERTON, SEDBERGH PREPARATORY SCHOOL

<b>Accessibility Plan 2025-28</b>	
Version	2025.1
Effective from	September 2025
Extent of Policy	Prep School
Policy Owner	Director of Operations
Review by	September 2026
Governor	John Warburton-Lee
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### **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 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 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 (SEND) 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 according to age but there is some movement of pupils around campus to access different specialist subjects. This requires older 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:

- provide 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 disabled 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 disabled 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.

### **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**

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 July 2024
- 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**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Current practice</b>	<p>Ensure existing and new teaching staff joining the School in September 2024 and annually 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 need / care plan</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 SEND discrimination awareness</p> <p>Review of pupil population at the beginning of each term to identify issues and develop appropriate strategies</p> <p>SENCO reviews relevant schemes of work annually</p>	<p>Staff confidence in providing appropriate teaching and support for SEND pupils</p> <p>Staff awareness of discrimination</p> <p>SEND pupils are able to 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>Annual and termly meetings 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>
Current	<p>Ensure staff know what resources are available and what support are they have</p>	<p>Training and awareness sessions</p>	<p>Better provision of teaching aids</p>	<p>Inset – Annual and termly meetings</p>	<p>Pupils better catered for</p>
Current	<p>Ensuring availability of written material in alternative formats and font sizes</p>	<p>Research sources of alternative formats, including use of coloured backgrounds to aid dyslexic pupils and SEND pupils, including costings</p>	<p>Learning Support department have improved awareness and are able to provide written information on alternative formats</p>	<p>Annually and as required</p>	<p>Delivery of information to SEND pupils is improved</p>

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
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
Current	<b>Medical conditions</b> 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 where required  Further development of SEND provision	Regular discussions with staff, parents and pupils. Equipment Procurement	Improved ability in looking after SEND pupils	Regular meetings	Allowing pupils to benefit as much as possible from a CSPS education
When required	Ensure appropriate software and other resources are available to aid the use of computers by pupils and staff who are visually impaired or have hearing problems	Research and installation Training and awareness sessions for staff	Pupils and staff who are visually impaired or have hearing problems have access to appropriate computer facilities	Ongoing annual improvement	Delivery of information to SEND pupils is improved
Long term planning	New facilities incorporate relevant equipment to support curriculum access	Programme of staff induction and training, with inclusion of information in the Staff Induction Pack	Excellent care for SEND pupils	Rolling programme	Pupils and parents confident about the care given

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

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Enable disabled visitors to park within reasonable distance of the School.	All car parks to include suitably marked disabled spaces	Improved parking for people with mobility difficulties. Pavilion and Sports Hall	MR&R 2024/25	Improved access to School site, accessible parking installed at Main School
<b>Short term</b>	Enable disabled visitors to move more easily around the campus	Review pathways and roads on campus and resurface where required Further improvement to traffic calming measures	Continue to improve surfaces on paths and roads.	Incorporated in the annual MR&R schedule of future works, See appendix	Improved access to School site
<b>Short term</b>	Enable disabled 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 for main building and in MR&R 25/26 for Sports hall and other buildings	Improved access to School site
<b>Short term</b>	Assess boarding houses in terms of accessibility as required	Conduct assessment of each house, considering various disabilities	Knowledge of appropriate accommodation for disabilities	MR&R 25/26	Improved knowledge for management
<b>Medium term</b>	Provide accessible toilet facilities for disabled pupils and visitors where needed	Identify location, draw up plans for new construction. All new facilities to have disabled toilet	Minimum of one accessible toilet in each main building where visitors are expected	Ongoing	Improved facilities for disabled pupils and visitors

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Long 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.

**CASTERTON SEDBERGH PREP SCHOOL'S DIGITAL AND WEB ACCESSIBILITY PLAN – REQUIREMENTS AS AT 28<sup>th</sup> 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
	<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.	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 outlining what is needed and when, based on the requirements document.	Complete	Head of IT and Digital Strategy

## Appendix D

**CASTERTON SEDBERGH PREP SCHOOL ACCESSIBILITY PLAN – REQUIREMENTS AS AT 28<sup>th</sup> 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
	<b>Car Parking</b>			
1.	Outside sports hall	Subject to improved tarmac parking area and access through side doors. Ongoing – waiting for tarmac.	MR&R 25/26	Clerk of Works
2.	Pavilion and sports pitches	On completion of building projects and subject to appropriate tarmac standing Ongoing – waiting for location confirmation from HM.	MR&R 25/26	HM / Clerk of Works
	<b>Disabled Toilets</b>	<b>Signed, with suitable door and wheelchair access to room and toilet. Equipped with appropriate rails etc.</b>		
3.	Sports Hall	Upgrade to existing disabled facility Ongoing – potential link to Sports Hall project.	Estate development plan	Clerk of Works
	<b>Wider School Consideration</b>	<b>Items to be added over time according to need</b>		
4.	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.	MR&R 25/26	Clerk of Works
5.	Vehicle access and traffic calming	Removeable bollards to be installed to prevent access to School the reverse of the one-way system with controlled access	MR&R 25/26	Clerk of Works
6.	Accessibility to boarding houses, maths, science, music, home economics, range, art and DT.	All need consideration for disabled access As required.	As Required	Clerk of Works
7.	Braille signage	Also partially sighted.	As required	Bursar Operations

**CASTERTON SEDBERGH PREP SCHOOL ACCESSIBILITY PLAN COMPLETED TASKS AS AT 28<sup>th</sup> 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
	<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.
	<b>Paving</b>	<b>Suitable paving required to avoid gravel for wheelchairs</b>
2.	Sports Hall	To access side doors from disabled space if required, disabled ramp access in place.
	<b>Disabled Toilets</b>	<b>Signed, with suitable door and wheelchair access to room and toilet. Equipped with appropriate rails etc.</b>
3.	Main building staff toilet	Existing disabled facility in staff toilet – minor works and signing.
4.	Pavilion	Upgrade to existing disabled facility completed and linked to 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 Heads and COO</b>
5.	Main School	At front entrance
6.	Main School	Garden entrance
7.	Main School	Rear entrance
8.	Main School	Outside ramp to external entrance to Tom Penny Theatre, wall down one side
9.	Sports Hall	Rear and side doors.
10.	Swimming pool	Main entrance
	<b>Improvements to Door Access</b>	
11.	Kitchen door	Automatic door opening– Door is on a keypad and doorbell now installed.
12.	Rear of Tom Penny	Ramp with new door in place with access
13.	Sports Hall	Ramps where required ramp in place at bottom (west) fire exit door. (Transportable ramp purchased.)

Serial	Item	Description
	<b>Wider School items that have been addressed</b>	
14.	Events	Reserved seating in aisles, seats removed to make space for wheelchair access when required
15.	Website and communication	Accessible information and point of contact included
16.	Accessibility map on web site	Covered by statement on website covering wheelchair routes, awkward curbs, slopes, grab rails, accessible toilets and car parking spaces.
17.	Notice on website about assistance dogs	Sedbergh School welcomes registered assistance dogs. Covered by statement on website.
18.	Contact number	Covered by statement on website.
19.	Consideration for deaf / partially deaf	Hearing loop in main auditoriums. Completed - portable hearing loop procured.