



SEDBERGH INTERNATIONAL SUMMER SCHOOL

Accessibility Plan (Adapted from CSPA 2018-21)

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Introductory Statement

Sedbergh International Summer School ('the Summer School') strives to be fully inclusive and to ensure that pupils of all abilities can participate fully in the life of the Summer School. This plan is outlined by Casterton, Sedbergh Preparatory School ('the School') and the Summer School will benefit from any improvements to accessibility made by the School itself, as outlined in these plans.

We are 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 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 Summer School's Admissions Policy and Special Educational Needs & Disability Policy.

Background

The Summer School's layout and facilities

The Summer 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 teacher, however students often rotate teachers and afternoon activities take place across several buildings, so pupils move widely around campus. This requires pupils to go from classroom to classroom using steps, stairs and uneven ground.

The Summer School is a residential course 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.

The School plans, 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 a pupil to attend the summer course, the Summer School is committed to providing those reasonable adjustments.

Where the Summer School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the Summer 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 Summer School requires full information. The Summer School will ask all attendees for medical information, including any need for additional learning support, which may be followed up with a request for an educational psychologist's or doctor's report.

In assessing the pupil or prospective pupil, the Summer School may need to take advice and require assessments as appropriate. The Summer 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
- The SEN & Disability Code of Practice: 0 to 25 years (January 2015)
- Statutory guidance on supporting pupils with medical conditions in May 2014

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>Period 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 discrimination</p> <p>Disabled pupils are able to access their choice of curriculum activities as far as possible</p>	Ongoing	<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>	<p>Regular discussions with staff, parents and pupils.</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>
Long term	<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
Short term	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	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.	Incorporated in the MR&R 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	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	Completed	Improved knowledge for management
Medium term	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 Review MT16	Improved facilities for disabled pupils and visitors.
Medium term	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	2018-21	Improved facilities for disabled pupils and visitors.
Long term	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 CSPS 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 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
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. Policy to be written.	Allow pupils with ongoing medical conditions to attend School where possible	Ongoing Policy in place	Pupils properly supported