Accessibility Plan 2026-29	
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Effective from	October 2026
Extent of Policy	Sedbergh School
Policy Owner	Director of Operations
Review by	August 2027
Governance	Regulatory Committee
Circulation	Parents by request
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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 2026 to 31 August 2029. 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 August 2026

Appendix A

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

	Targets	**Strategies**	**Outcome**	**Timeframe**	**Goals achieved**
Current	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. Identifying the specific needs of SEND pupils joining the School in accessing the curriculum Schemes of work make reference to pupils with a specific learning need and/or Educational Health Care Plan (EHCP)	Periodic training of all staff including start of term induction in providing support to pupils with SEND Periodic training of all staff in disability discrimination awareness Review of the pupil population at the beginning of each term to identify issues and develop appropriate strategies	Staff confidence in providing appropriate teaching and support for SEND pupils. Staff awareness of disability discrimination. SEND pupils can access their choice of curriculum activities as far as possible Teachers make reasonable adjustments to the delivery of the curriculum for pupils with SEND	Ongoing with staff during Annual Inset and termly/ monthly departmental teaching staff training	Flexible approach to SEND pupils. Success of SEND pupils in examinations. Effective SEN support to individual pupils with clear personalised action plans.

	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.	A SEND referral process identifying where a pupil is falling below the expected attainment grades or level of progress. Specific Learning Difficulties Teacher (SpLD) qualified to assess in line with JCQ regulations. Build relationships with external assessors in line with JCQ regulations	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	Delivery of information to SEND pupils is improved. Learning support supported a visually impaired pupil between Sept 2021 and July 2024

	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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
					Access to upstairs in Queen's Hall 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
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	2026 to 2028	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 & 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 & Digital Strategy
3.	Action Plan	Plan to outline what is needed and when, based on the requirements document.	Complete	Head of IT & 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 2026/27	Clerk of Works
2.	Old Sports Hall	Better signs required to advertise access – Ongoing, solution needed re steps.	MR&R 2026/27	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. 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 2026/27	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	Director of 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 2027/28	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.		Director of Operations
8.	Brail signage	Also for partially sighted. Ongoing.		

Appendix E

SEDBERGH SCHOOL ACCESSIBILITY PLAN – COMPLETED TASKS AS AT August 2026

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 Executive Head 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: • 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.
22.	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.