

CATERHAM SCHOOL ACCESSIBILITY PLAN 2021 – 2024

INTRODUCTION

Caterham School, founded in 1811, is a co-educational independent day and boarding school. It is located in the Harestone Valley in mid-Surrey, and has a Christian foundation. The school aims to foster an environment in which pupils are happy, secure, confident and valued, and in which they achieve their academic potential, follow a wide-ranging and enriching curriculum and co-curriculum, and experience independent thinking and lifelong learning through innovative educational practice. The school is committed to high standards in pastoral care, and aims to promote strong spiritual and moral values, self-discipline, responsibility, and respect for others and the environment.

The School is based in the Caterham Valley with school buildings located up both sides of the valley. The Prep School is based in two large Edwardian houses with additional adjacent accommodation.

Situated in its own spacious grounds alongside the Senior School, the Prep School was established as a boys' day and boarding school in 1935. It has developed into a School for day pupils with a pre-prep department which caters for pupils from the Early Years Foundation Stage (EYFS) and Years 1 and 2 in separate accommodation.

The most recent major changes to the school site were an extension to the Centre for Performing Arts in 2016, a new sports pavilion in 2017 and, most recently, the Sports Hall extension, set to open in late September 2023.

Caterham School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

The School is also mindful that parents of pupils and prospective pupils may have disabilities and supports their access to the School wherever possible through special parking bays, ramps, lifts and through virtual means where physical access is not possible.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which pupils with disabilities can participate in the School's curriculum
- improve the School's physical environment for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery of information to pupils with disabilities which is readily accessible to pupils without disabilities.

HOW THE PLAN IS CONSTRUCTED

The School has a disability policy review committee which consists of:

Bursar

Estates Bursar

Deputy Head Pastoral and Wellbeing

Assistant Head Pastoral and Wellbeing
Head of Learning Support (Senior)
Deputy Head Prep School
Head of Pre-Prep School

The committee may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils with disabilities
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to review the School's SEN and Disability Policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee has been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Behaviour Logs
- Education
- Extra-curricular activities
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of pupils with disabilities are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

The School's disability committee meets annually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for an appropriate sub-committee meeting of the governing body which monitors implementation of the plan including considering which measures have been achieved and where any delay in implementation is foreseen. Minutes recording the review are considered by the full Board.

The school's trustees 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 and Disability Policy.

Improving access to the physical environment

As noted above, the School is based on both sides of the Caterham Valley and so the site has steep slopes and staircases.

| | Targets | Action and Resource Required | Timescale | Responsibility | Evidence of Implementation |
|--------------------|--|---|-----------------------------------|-----------------------|--|
| Short term | To ensure that the School environment is accessible to all pupils | To assess the pupil roll for any individual for whom access may be problematic Plan for access where any pupil develops a disability whilst at school. This includes temporary access plans for short-term injuries, which involve rooming changes within the timetable. | Termly or as incident dictates | Estates Bursar | Communication of plan where adjustments made |
| | Make sure furniture and equipment is selected and located appropriately. | Budget provision for specialised furniture and lighting and regular inspections of all evacuation routes | Annual budget process | | Furniture purchased as required |
| | To ensure that lighting, colour schemes, acoustics and evacuation routes are suitable. | | Inspections monthly | | |
| Medium term | Review existing building plans to incorporate accessibility provision. | When choosing new carpets make sure it is low pile to aid wheelchair movement | Ongoing as refurbishment requires | Estates Bursar | Maintenance and minor works plans |
| | | Assess where permanent ramps may be added to existing buildings. | Ongoing as works undertaken | | |
| | | Maintenance of all lifts to access buildings | Annually | | |

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| | | Nosing's on staircases to be maintained | Ongoing | | |
| | | External paths and road surfaces to be kept in good condition | Ongoing | | |
| Long term | To improve learning context for students with disabilities | Investigate the use of and installations of portable hearing loops | | SENDCo Prep SENDCo Estates Bursar | |
| | | Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey | | Estates Bursar | |
| | | Consideration into upgrading the entrance and reception areas to provide access into main school | As part of Master planning | Bursar | |
| | | All new build to comply with current regulations as a minimum | Ongoing | Estates Bursar | All building works completed include access |

Improving access to the curriculum

| | Targets | Action and Resource Required | Timescale | Responsibility | Evidence of Implementation |
|-------------------|--|---|--|--|--|
| Short Term | All current and prospective registered pupils can access the curriculum regardless of disability | Information is made available via the admissions process, both from parents and current school, of any 'reasonable adjustments' that may be required for the candidate to access the curriculum. A plan is put in place for each SEND pupil on entering the school to ensure that any 'reasonable adjustments' are made to ensure access to the curriculum, whether those affect seating, lighting or adjustments to teaching. Those requirements are communicated to all staff, and reviewed and updated annually with advice from teaching staff and the pupil themselves | Immediate, and then reviewed at least annually | Principal Deputy Head Admissions SENDCo Prep Head Prep SENDCo | Information on any disability, including SEN, or long-term medical condition, provided by parents and current school, as part of admissions process. New staff inset. Individual plans for each SEND pupil. Regular training updates. Standards of learning are equitable for these specific pupils. |
| | | Teachers to be made aware of various teaching methods to enhance the learning experience of SEN pupils | Ongoing | Director of T&L SENDCo Prep Head Prep SENDCo | Lesson obs. and regular inset led by SENDCo |
| | | New staff to be made aware of seating and safety | New staff induction. | SENDCo Prep Head | Pupils continues to participate in School life without difficulties |
| | To increase staff confidence when planning differentiation and inclusion | Ensure that staff training and inset programmes support | Immediate and ongoing. | Deputy Head (Dir of Studies), SENDCo Prep Head | Raised confidence with staff. |

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| | | differentiated approach to teaching and learning | | Prep SENDCo | |
| To ensure that entrance examinations are conducted fairly and do not disadvantage pupils with a disability | | Parents are made aware of what information is required for entrance exam access arrangements. Ensure that information on needs and requirements are obtained from parents and current school. Suitable rooming facilities and access arrangements put in place | Ongoing in time for entrance examinations Nov-Jan | Admissions, SENDCo | Candidates with SEND able to access exams and interviews fairly |
| To ensure that internal assessments and GCSE and A-Level examinations are conducted fairly and do not disadvantage pupils with a disability | | Pupil assessment and documentation all up to date in order to comply with JCQ regulations on access arrangements as set out in the JCQ 'Access Arrangements and Reasonable Adjustments' publication updated in August each year. Invigilators trained annually in managing exams for pupils with access arrangements. Suitable rooming for SEND pupils taking examinations is provided. Parents and pupils aware of access arrangements and the JCQ requirements. | Ongoing; applications made in Feb each year | Deputy Head (Dir of Studies) SENDCo Exams Officer Prep Head Prep SENDCo | Successful JCQ compliance inspection. Pupils with SEND able to access all exams fairly. Pupil feedback. |
| To ensure that pupils are able to take part in suitable co-curricular activities and trips irrespective of disability. | | Staff aware of all SEN pupils and issues | Reviewed each term | Assistant Head (Co-curricular) SENDCo Heads of Year H.C. Staff Prep Deputy | SEN list sent to all staff as updated. Organising staff aware via ISAMs check of all SEN pupils - all staff on |

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| | | | | Prep SENDCo | trips made aware of any adjustments necessary, All pupils able to participate in trips and visits with little disruption |
| Medium Term | Undertake curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN | Provide specific training for teachers on how to support pupils with a particular disability | | SENDCo Prep SENDCo Director of Studies | |

Improving access to information

| | Targets | Action and Resource Required | Timescale | Responsibility | Evidence of Impact / Outcomes |
|--------------------|---|---|------------------|---|--|
| Short Term | Ensure that information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally. | | Ongoing | Principal Deputy Head Deputy Head (Pastoral and Wellbeing) | |
| Medium Term | To increase staff and pupil awareness of disability and discrimination. | To use Inset, assemblies and the Wellbeing curriculum to explore disability and discrimination. | Ongoing | Director of T&L Prep Head | Inclusion in assemblies and Wellbeing programmes. Appointment of Diversity co-ordinator. Staff training on Unconscious Bias. |

Last reviewed: February 2023