

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

**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

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	<p>To ensure that the School environment is accessible to all pupils</p> <p>Make sure furniture and equipment is selected and located appropriately.</p>	<p>To assess the pupil roll for any individual for whom access may be problematic</p> <p>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.</p> <p>Budget provision for specialised furniture and lighting</p>	Termly or as incident dictates	Estates Bursar	Communication of plan where adjustments made

Nosings on staircases to be maintained	Ongoing
External paths and road surfaces to be kept in good condition	Ongoing

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
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**Short
Term**

		differentiated approach to teaching and learning		Prep SENDCo	
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To ensure that entrance examinations are conducted fairly and do not disadvantage pupils

				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				