

## Accessibility Plan 30<sup>st</sup> January 2024 – 30th January 2027

### **Ethos and aims**

Cranleigh 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 committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **Legislation and guidance**

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability Policy sets out the School's policies on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

### **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 Special Educational Needs and Disability Policies outline the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan and appendices provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more

accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The plan will be made available online on the school website, and paper copies are available upon request.

### **How the plan is constructed**

The School has a review committee which consists of The Director of Operations and the Works and Projects Manager who may co-opt additional members (for example The Head of Learning Support) whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review at least annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
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 prepare the School's SEND 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 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
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

### **Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed to The Director of Operations via [reception@cranleigh.org](mailto:reception@cranleigh.org). The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

### Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- Special Educational Needs and Learning Support Policy
- Safeguarding (Child Protection) Policy
- Disability Policy
- Equal Opportunities Policy (Pupils)
- Admissions Policy

### Improving access to the physical environment

Please see Appendices A & B – Cranleigh School Site Disability Access Plan and Cranleigh School Prep Site Disability Access Plan.

### Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
<b>Short term</b>	Curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN.	Curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN.	Prior to lessons commencing	Head of Learning Support	Students receive effective differentiation in the classroom and can access curriculum.
<b>Medium term</b>	Review training for teachers and staff with responsibility of pupils' care	Suitable actions here can be to provide specific training for teachers on how to support pupils with a particular disability.  This may include consulting with outside agencies to review practices and provision.	As required and at least annually where students transition between year groups.	Head of Learning Support	Students can access curriculum effectively, have provision to thrive and access site and classroom learning safely and with confidence.

<b>Long term</b>	Consider amendments to curriculum and provision provided to ensure wider scope of accessibility. Such examples may include broader offerings of technical courses (BTECs, functional skills and vocational courses)	Curriculum review with working party groups and stakeholder feedback.  Review of provision and suitability of changes.		Deputy Head Academic, Director of Teaching and Learning, Head of Learning Support, Head of Futures.	Long term access to curriculum, preparation for future.

#### Improving access to information

	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Impact / Outcomes</b>
<b>Short term</b>	Consider how 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.	Large print resources provided where applicable.  Translate and Immersive Reader tools added to school devices to ensure accessibility to information through varying means.		Head of Learning Support. Assistant Head Digital Strategy.	Long term access to curriculum, information preparation for future.
<b>Medium term</b>	Train teachers to present information to groups in a way which is user friendly for disabled pupils - e.g. by reading aloud video or whiteboard projections and describing diagrams.	Annual training as part of the CPD programme for all staff. This may include external speakers and agencies where required.  Introduction of hearing loops as required, and ICT review.		Head of Learning Support. Assistant Head Digital Strategy.	Long term access to curriculum, information preparation for future.
<b>Long term</b>	Review of classroom provision and ICT applications. Can more be added / developed to the provision in spaces	Site wide review of spaces and ICT provision.		Director of Operations, Assistant Head Digital Strategy, Works and	Long term access to curriculum, information

	where information is delivered to ease access	Review of needs of staff and students and their accessibility needs.		Projects Manager, Head of Learning Support.	preparation for future.
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**Last Updated – November 2025**

## Cranleigh Senior Site Disability Access Plan 19 April 2024 - 20 April 2027

### General Actions

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| Plan new developments and refurbishments with disability access fully in mind - <b>Ongoing, new buildings designed as appropriate.</b> |
| Increase contrast when re-painting as noted in audit   |
| Increase contrasting stair nosings   |
| Keep disabled facilities clear and unobstructed  |
| Increase staff awareness   |
| Improve site signage   |
| Improve visual warnings for fire alarm activations as upgrades allow - <b>Started and ongoing</b>                                      |

**Funding**

The Works budget assumes a level of routine expenditure of about £7,000 per week, excluding staff costs, for the routine maintenance of the School buildings. Within this figure, the Works Manager has delegated authority to spend based on the priority system within the department which automatically prioritizes health and safety and pupil welfare issues over and above more routine matters. For larger projects, these would go forward onto the CapEx model which, again, prioritizes projects accordingly.

### Specific Actions from Audit

Action No	Priority	Description	Notes
CSAA10	2	Create additional accessible bays in additional locations	
CSAA12	2	Trevor Abbot Sports Hall - Provide lowered kerbs by all accessible parking bays.	<b>To check.</b>

Action No	Priority	Description	Notes
CSAA13	3	Consider having a designated drop off point marked at the front of the Main School and each of the boarding houses.	<b>In Progress</b>
CSAA17	2	Music Block - Install a permanent ramp providing access to the building for wheelchair users and other people with mobility impairments.	<b>Completed Summer 2025 as part of tarmac works.</b>
CSAA20	2	Woodyer Art Building - Provide hand rails on both sides of the ramp to allow people who are ambulant disabled support themselves as they progress along it.	
CSAA21	2	Woodyer Art Building - Sign post the location of the ramp so that people are warned about the change of level.	
CSAA23	3	Emms Centre - Sign post the location of the ramp so that people are warned about the change of level. The sign should be well contrasted against the surrounding area so that it is easy to read.	
CSAA26	3	North House - Sign post the location of the ramp internally so that people are warned about the change of level.	
CSAA27	2	To allow circulating around the various buildings including from the north part of the site to the mains school you should consider converting external steps located by the School shop into an external ramp.	<b>To be considred as part of the Masterplan</b>
CSAA28	2	Mark the single steps found in various locations	
CSAA29	2	Sixth Form Centre - Consider installing handrails on steps leading to the main entrance of the common room.	<b>Complete - new ramp installed giving diabled access.</b>
CSAA30	2	Sixth Form Centre - Mark nosings on the external emergency side and rear staircase with slip resistant material to help make them more distinguishable.	<b>Complete - new ramp installed giving diabled access.</b>
CSAA31	2	Cubitt House - Mark nosings on the external emergency side and rear staircase with slip resistant material to help make them more distinguishable.	<b>Works ticket</b>
CSAA37	2	Loveday House - Mark nosings on the external emergency side and rear staircase with slip resistant material to help make them more distinguishable.	<b>Works ticket</b>
CSAA41	2	Main school - Install handrails on both sides of the external emergency staircase from East House.	<b>Awaiting New Design</b>
CSAA42	2	Main school - Mark nosings on the external emergency staircase from the East House to help make steps more distinguishable.	<b>Awaiting New Design</b>
CSAA43	2	Main school - Consider installing handrails on steps leading to the main entrance to the building.	<b>Providing alternate access means</b>
CSAA44	2	North House - Mark nosings on the external emergency spiral staircase to help make steps more distinguishable.	<b>Works ticket</b>
CSAA45	2	Outdoor education centre - Consider installing handrails on all steps leading to the centre.	
CSAA46	2	Outdoor education centre - Mark nosings on the external emergency side and rear staircase with slip resistant material to help make them more distinguishable.	

Action No	Priority	Description	Notes
CSAA48	2	Woodyer Art - Mark nosings on the external emergency side and rear staircase with slip resistant material to help make them more distinguishable.	Works ticket
CSAA52	3	Mark the nosings on all external steps within all buildings on site to help make them more distinguishable.	
CSAA53	3	Place corduroy hazard warning markings on the ground at the top and the bottom of all external steps.	
CSAA54	3	Woodyer Art - Install handrails on steps located at the back of Woodyer Art building leading to design extension block.	
CSAA55	3	Speech Hall - Consider installing handrails on steps leading to VCT lower ground floor level.	
CSAA57	3	Wood design studio/fitness centre - When next planning refurbishment improve the contrast of the rear emergency escape steps handrails to make them more distinguishable with surroundings.	Works Ticket
CSAA61	2	Loveday House - When next planning refurbishment lower the door bell at the main entrance.	Completed
CSAA63	2	Main School - Place the directional sign at the bottom of steps leading to the Main school entrance, directing visitors to the accessible bay located by the Music Block and the accessible entrance by the Chapel.	In planning stage
CSAA64	2	Main School - Consider installing a power-assisted door on the entrance by the Chapel.	Not required
CSAA65	2	Main School - Place a sign by the entrance door near the Chapel to make it easily identifiable to those who require use of an accessible entrance.	Works Ticket
CSAA76	4	Consider having pick up/drop off points by the main school and each of the boarding houses. This will help drivers identify areas which need to be kept clear at all times.	
CSAA82	2	Train all customer facing staff how to use the permanent/portable induction loop, so that they can communicate effectively with people who may have hearing impairments.	
CSAA83	2	Library - When next considering refurbishment consider changing the reception desk so that it is designed to accommodate both standing and seated visitors.	Completed Summer 2025
CSAA90	2	School Shop - Install a portable induction loop at the reception desk so that people with hearing impairments are able to communicate easily with staff.	
CSAA92	2	School shop - When next considering refurbishments consider changing the counter tops so that they are designed to accommodate both standing and seated customers.	
CSAA103	2	North House - Mark the surroundings of the door leading from the ground floor common room to make it more distinguishable against the wall art.	
CSAA113	2	Medical Centre - When next planning refurbishment consider improving the contrast between doors and walls, to make them more distinguishable against each other.	Completed Summer 2025
CSAA120	2	When replacing signs in the future, purchase signs which in addition to letters, also have symbols. This will help those with cognitive impairments.	In progress



Action No	Priority	Description	Notes
CSAA129	2	Chapel - Place warning signage on the corridor leading to the Chapel via ramp to make occupants aware about ramp. The sign should be well contrasted and visible.	
CSAA130	2	Cubitt House - When planning refurbishment consider making the 1st and ground floor slopes a different colour to the surrounding flooring to help people identify the change in incline and therefore helping to reduce the risk of people tripping up. Alternatively you could mark both ends of the ramp with hazard warning tape, to make it more visible.	<b>Works ticket</b>
CSAA131	2	Main School - Extend the width of the portable ramp found on the corridor leading to the ground floor dining room. Currently the ramp is very narrow (800mm), which could restrict some wheelchair users. In order to do this the bookcase should be moved away to make room for a wider ramp.	<b>Not possible - looking at other solutions.</b>
CSAA133	2	Music Block - When planning refurbishment consider making the ramp leading to room 2 a different colour to the surrounding flooring to help people identify the change in incline and therefore helping to reduce the risk of people tripping up. Alternatively you could mark both ends of the ramp with hazard warning tape, to make it more visible.	<b>Works ticket</b>
CSAA135	2	Music Block - Place a warning signage on the corridor leading to the room 2 via ramp to make occupants aware about the ramp. The sign should be well contrasted and visible.	
CSAA145	2	Music Block - Mark nosings on steps of emergency internal staircase located by the 1st floor band room, to make them more distinguishable.	
CSAA146	2	North House - Provide handrails on both sides of the three steps giving access to the 2nd floor rooms 511-516, to allow people who are ambulant disabled to support themselves as they progress along it.	
CSAA147	2	Pavilion - Mark nosings on internal steps of main wooden staircase to make them more distinguishable.	
CSAA148	2	Pavilion - Mark nosings on steps of emergency internal staircase to make them more distinguishable.	<b>Works ticket</b>
CSAA155	4	Speech Hall - Consider installing a platform lift that provides access to the stage, so that you can anticipate all potential user needs.	
CSAA162	2	Mark every single step present on the final exit doors in every building of the complex. This will help make the step more visible and reduce the risk of tripping.	
CSAA163	2	In your long term strategic plan include a consideration to remove single steps from final emergency exits so that as many as possible can be flush to the ground, this will not only help wheelchair users but also other occupants using the exits.	<b>Under consideration as part of Masterplan</b>
CSAA165	2	Cubitt House - Create a designated refuge area within the 1st floor emergency staircase, leading to the emergency exit, which is flush to the ground.	
CSAA166	2	Music Block - Consider installing a push bar on the emergency exit by the accessible washroom on the ground floor. Currently there is a key required in the break glass unit.	<b>Not possible</b>

Action No	Priority	Description	Notes
CSAA176	2	When next planning refurbishment ensure that the walls, floors and washroom facilities are better contrasted so that they are easier to see.	<b>In progress site-wide</b>
CSAA179	2	Introduce regular testing of the emergency alarm cords in the accessible washroom. This will help to confirm they are working effectively. Records should be kept of this check.	<b>Works Administrator to action &amp; record</b>
CSAA180	2	Provide a procedure to provide assistance when any of the accessible washroom emergency alarms are activated. This is to ensure that help is provided to those in need.	<b>Buddy system in place</b>
CSAA181	2	Consider having all emergency alarms centralised so that you can guarantee assistance in case no one is present locally to the accessible washrooms.	
CSAA187	2	Emms Centre - Relocate the flush to the other side of the toilet within the accessible washroom.	<b>Complete</b>
CSAA188	2	Emms Centre - Place hand drying facilities closer to the toilet facilities as the current position of the hand dryer is too far away. Alternatively, you could leave the hand dryer where it is and place hand towels nearer to the toilet facilities.	<b>Complete</b>
CSAA194	2	Music Block - Improve the contrast of the fittings so that they are more visible against the surrounding walls and floor.	
CSAA195	2	Music Block - Install coat hooks on the internal surface of the door, at dual height to allow people hang their coats.	
CSAA197	2	Music Block - Investigate reinforcing the wall panelling where the grab rail is fixed so that it can take the full weight of a person transferring from their wheelchair to the toilet.	
CSAA198	2	Music Block - Install an emergency pull cord system within your accessible washroom.	
CSAA201	2	Pavilion - Place hand drying facilities closer to the toilet facilities as the current position of the hand dryer is too far away. Alternatively, you could leave the hand dryer where it is and place hand towels nearer to the toilet facilities.	<b>Complete</b>
CSAA204	2	Woodyer Art - Place hand drying facilities closer to the toilet facilities in the accessible washroom, as the current position of the hand dryer is too far away. Alternatively, you could leave the hand dryer where it is and place hand towels nearer to the toilet facilities	
CSAA227	2	Consider replacing some of the regular shower mechanisms within the male and female shower rooms with lever mechanisms to make them easier for people with reduced manual dexterity to use.	
CSAA228	2	Pavilion - Consider installing an accessible shower so that it is flush to the ground to accommodate the needs of all potential users.	
CSAA229	2	Servery - When next planning refurbishment consider providing a section with various seating by pupils dining tables. Currently there are only benches available. These may be difficult for those with mobility impairments to use.	<b>In planning stages</b>

Action No	Priority	Description	Notes
CSAA230	2	Swimming pool - Conduct individual risk assessments for anyone with a disability using the school swimming pool. This will help to make sure all their needs in terms of access and egress and use of the facility are considered and suitably catered for.	Completed if required. None at present.
CSAA231	2	Swimming Pool - Provide an accessible washroom with an accessible shower as this facility is used by visitors and you will be able to cater for all potential users needs.	
CSAA233	3	Kitchen and kitchenettes - When next planning refurbishment in Cubitt House, West House and Gatley's, consider installing an area with lowered worktops to allow wheelchair users to independently use the kitchenettes facilities.	
CSAA234	3	Swimming pool - Install a hoist to allow access to the swimming pool. The facility is open to the public and some of your pupils may require it. This will help to accommodate the different needs of potential users.	
CSAA236	4	Library - When next planning refurbishment consider purchasing different styles of chairs to accommodate the different needs of potential users. Currently only one style is provided.	Complete summer 2025
CSAA238	2	Prepare Access statement for website.	In Draft
CSAA240	4	Carry out regular checks to ensure that the emergency alarm within all accessible washrooms is working correctly.	Works Administrator to action & record
CSAA241	4	Ensure that a policy is put in place so that any disabled visitors to the building have a buddy who is responsible for their exit out of the building. Should a visitor come frequently to the school it would be good if a person evacuation plan is made for them so that all parties involved are aware of how they will exit the building in an emergency.	PEEPs prepared if required.
Last Reviewed:		PAD & DJJ October 2025.	

## Cranleigh Preparatory Site Disability Access Plan 31st January 2024 - 30th January 2027

### General Actions

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|--|---|
|  | Plan new developments and refurbishments with disability access fully in mind |
|  | Increase contrast when re-painting as noted in audit                          |
|  | Increase contrasting stair nosings  |
|  | Keep disabled facilities clear and unobstructed                               |
|  | Increase staff awareness  |
|  | Improve site signage  |
|  | Improve visual warnings for fire alarm activations as upgrades allow          |

### Funding

The Works budget assumes a level of expenditure of about £7,000 per week, excluding staff costs for the routine maintenance of the School buildings. Within this figure, the Works Manager has delegated authority to spend based on the priority system within the department which automatically prioritizes health and safety and pupil welfare issues over and above more routine matters. For larger projects, these would go forward onto the CapEx model which, again, prioritizes projects accordingly.

### Specific Actions from Audit

Action No	Priority	Description	Notes
CPSAA3	3	Increase the number of accessible car parking bays you have present on site.	<b>In planning stages</b>
CPSAA4	3	Ensure that accessible car parking bays are laid out correctly.	
CPSAA5	3	When next planning refurbishment ensure the external ramp located by the Ferrier Building meets best practices.	
CPSAA8	3	Repair the surface of the Lowers car park area, as it is in a poor condition.	<b>Planning application declined. Reconsidering options</b>
CPSAA12	4	Place signs near the entrance of the car park showing the general locations of the disabled car parking bays. This will help people with disabilities find the disabled car parking bays more easily.	
CPSAA17	4	Place corduroy hazard warning markings on the ground at the top and the bottom of all external steps, where applicable.	External Step - contrast nosings - Works tickets
CPSAA18	4	Ensure that there are handrails located on both sides of all external steps to aid people with mobility impairments progress along the steps on site.	<b>Complete</b>
CPSAA21	3	Install a permanent induction loop at the reception desk so that people with hearing impairments are able to communicate easily with reception staff. Place signage at the desk so that people are aware that induction loop facilities are available, and they can set their hearing apparatus to the correct frequency.	<b>Induction Loop being investigated - trial at CS ongoing</b>
CPSAA22	3	Train all customer facing staff on how to use the permanent induction loop, so that they can communicate effectively with people who may have hearing impairments.	<b>Induction Loop being investigated - trial at CS ongoing</b>
CPSAA41	4	When next planning refurbishment, consider replacing some of the regular taps within the male and female washrooms with paddle taps to make it easier for people with reduced manual dexterity to use.	
CPSAA42	4	When next planning refurbishment of all accessible washrooms ensure that the walls, floors and washroom facilities are better contrasted so that they are easier to see.	
CPSAA44	2	State on your website the access limitations with regard to the buildings so that potential visitors may make their own judgement as to whether you will be able to accommodate their needs.	<b>In draft format</b>
CPSAA45	4	Ensure that a policy is in place that once the alarm has been activated that staff check the washroom facilities.	
CPSAA46	4	Carry out regular checks to ensure that the emergency alarm within all accessible washrooms are working correctly.	<b>Works Administrator to action &amp; record</b>
<b>Last Reviewed:</b>		<b>PAD &amp; DJJ October 2025</b>	