



GIGGLESWICK SCHOOL

Accessibility Policy

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1 INTRODUCTION

Giggleswick 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 Equality Act 2010 (Act) requires the responsible body of a school to produce and implement a written Accessibility Plan. This document comprises the Accessibility Policy. The Governors of Giggleswick School continue:

1. Not to treat disabled pupils less favourably because of something arising in consequence of their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage; and
3. To plan to increase access to education for disabled pupils.

The School's action plan sets out the strategies that relate to the following ISI Regulatory Standards on special educational needs and disability:

"Special educational needs and/or disabilities

56. The Standards apply to all pupils in a school. Therefore, if a school has pupils who are identified as having special educational needs and/or disabilities (SEND) 24, including pupils with an education, health and care (EHC) plan, leadership must ensure that policies, plans, schemes of work, teaching and assessment take into account their needs. Details of the educational and welfare provisions for pupils with EHC Plans and for pupils for whom English is an additional language must be made available as required by the relevant standards.

57. The Standards place a responsibility on the proprietor, school leaders and teachers to identify and meet the needs of all pupils and to plan the curriculum and teaching, taking into account their aptitudes and prior attainment. A school's processes for the identification and meeting of pupils' special education needs will be considered on inspection.

58. Leadership must ensure that pupils are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010, and must proactively consider the need to make reasonable adjustments for pupils with a disability."

The plan will also review ways to assist pupils with Special Educational Needs and disabilities who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education.

2 AIMS AND ETHOS

Giggleswick School's aim is to ensure that any prospective pupil, who fulfils our admissions requirements, is able to come to the School irrespective of personal disability or special educational need.

The School also has an Equal Opportunities Policy and separate, but complementary, Special Educational Needs Policies for the senior and preparatory schools that outline the School's policies and procedures for pupils with disabilities. The School's curriculum policy, plans and

schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan; and our behaviour and anti-bullying policies and procedures follow duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities, which explain how reasonable adjustments are made for these pupils.

3 ACCESSIBILITY PLAN

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- 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; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The following has been considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance and exclusions
- Co-curricular activities, including sport
- Education and learning
- Pastoral and welfare
- Physical school environment
- Selection, recruitment and training of staff

The Senior Leadership Team approves the plan and keeps it under review. Any matters of significance are reported to the Governors. The plan is 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. The plan is revised every three years. The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability (SEND) Policy.

The accessibility plan is available upon request.

3.1 ADMISSIONS AND ACCESSIBILITY

Giggleswick School will consider applications from any child, regardless of disability, colour, creed or race so long as other admissions requirements are met.

Giggleswick School is a full-boarding and day, co-educational independent school and it has a selective admissions policy. Pupils with specific learning difficulties may be accepted provided that the School is able to offer the level of specialist and general assistance required. Parents should be aware that there may be a charge for additional individual learning support. Where their specific individual needs, the Second Master will convene a cross functional working group responsible for identify how those needs can best be met by the School, those outcome of which will be promulgated to staff by means of an individual accessibility plan.

Where an admission enquiry is made by the parents of a pupil with a specific learning difficulty or disability, then the Head of Learning Support is involved at an early stage. Where possible, they meet prospective pupils and their parents at the initial visit to discuss

and assess needs and to consider any reasonable adjustments that may need to be made. Where appropriate, pupils' needs are assessed with the support and advice of external agencies, such as an occupational therapist or Educational Psychologist, as part of the admission process. Taster days are also used (notably in the Prep School) to assess pupils' needs as part of the admissions process.

4 PROVISION OF EDUCATION AND ACCESSIBILITY

4.1 CURRICULUM

The School's approach to curriculum is that it should take account of the needs of pupils with specific learning difficulties. In support of this, training continues to be provided regarding the adaptation of teaching and learning to meet the requirements of all pupils.

The School offers a broad curriculum and within this curriculum there is in-built flexibility to create pupil programmes that meet the needs and interests of each individual.

The majority of subjects are taught in mixed ability groups; however, in the Senior School, pupils are set according to ability in Mathematics, Science, English Language (Years 9 -11). This enables pupils to work at a pace and level that is appropriate to their needs and abilities. In general, any lower ability groups are smaller in size. Sets are reviewed at regular intervals after key assessments and pupils are moved between the groups. There is flexibility to reduce the amount of teaching in modern languages for pupils with specific learning difficulties in Years 7 - 9 where provision is made for specialised support for literacy skills in lieu of some language lessons. In Years 10 and 11 some pupils with SEND may have support in lieu of one of their GCSE options.

4.2 STAFFING SUPPORT AND TRAINING

. Average class sizes range from 12 to 22, depending on the subject and age range.

The Learning Support team is led by the Head of Learning Support who is a full-time member of staff and support staff. In the Preparatory School, the Learning Support teacher liaises directly with the Head of Learning Support and the Deputy Head . In the Senior School the Head of Learning Support is supported by 2 support teachers who provide in-class support particularly at Key Stage 3 and withdrawal classes covering literacy and numeracy. In the Preparatory School the support is provided by the Learning Support teacher and four teaching assistants. The Head of Learning Support and support teachers also provide supplementary one-to-one support. These additional individual one-to-one support lessons are charged to parents in KS4 and 5. Much of the department's time focuses on communicating and working with teaching staff to ensure that the individual needs of pupils with specific learning difficulties and disabilities are being met effectively in the classroom and curriculum.

Staff training at department and whole school level takes into account dyslexia, neurodiversity, and multi-sensory teaching and learning. Teachers are also encouraged to attend courses to help develop their understanding and awareness of specific learning difficulties and disabilities.

4.3 EXISTING PUPILS

The School has pupils who have a specific learning difficulty or disability such as: dyslexia, dyspraxia, dyscalculia, ADHD, ADD, ASD , specific language impairment, mild hearing loss, colour blindness, severe asthma, severe diabetes, petit mal and Cerebral Palsy. All of these pupils have access to the School's existing curriculum, sporting and leisure programme and premises. Those requiring regular medication are supported by the care and guidance offered by the Wellbeing Centre..

4.4 INDIVIDUAL LEARNING AND MANAGEMENT PROFILES (LAMPS)

All pupils on the School's special educational needs register have advice for staff on ISAMs and staff have access to assessment reports either on ISAMs or via the Head of Learning support. In addition, some high needs students have a LaMP that has clearly stated and agreed targets that are reviewed periodically. These profiles are designed to be easy for staff and parents to understand and use. The LaMPs are accessible to all staff on iSAMS and via Sharepoint.

4.5 INVOLVING PARENTS AND PUPILS

As part of the reviewing process, Learning Support staff will discuss an appropriate curriculum for a pupil with a disability with both the parents and pupils. For example, a pupil with moderate specific learning difficulties may reduce the number of curriculum subjects. Any changes to the timetable are discussed fully with the Head of the Preparatory School or the Director of Studies.

There is a transition programme to assist SEND pupils in moving from Year 6 at the Preparatory School to Year 7 at the Senior School.

4.6 ASSESSMENT

All pupils take the MidYiS test in Year 7, Yellis in Year 10 and ALIS in Year 12. At the Preparatory School, all new pupils from Year 1 upwards take GL Assessments to provide a baseline. The tests generate a profile for each individual which is scrutinised by the Director of Studies in the Senior School, the Deputy Head in the Preparatory School and Head of Learning Support to further identify pupils with potential learning issues. The Head of Learning Support may, as a result of the baseline test profile, do a further assessment to ascertain the learning needs of a pupil. Permission is sought from parents prior to this diagnostic assessment, and scores are discussed with parents and where appropriate with pupils. Learning Support staff will brief and advise teaching and boarding house staff and where appropriate, complete further diagnostic tests.

4.7 SUBJECTS AND DEPARTMENTS

Heads of Department and the Head of the Preparatory School play a key role in ensuring that teaching and learning is accessible to all pupils. SEND is discussed in Department meetings and School INSET.

Each departmental handbook will contain a document outlining strategies for teaching pupils with Special Educational Needs and its approaches to adaptive teaching.

The needs of individual pupils (particularly those with specific learning difficulties) are regularly discussed at Staff, Departmental and Tutorial Meetings. The Head of Learning Support and support teachers are available to discuss and advise all individual subject teachers about meeting the needs of pupils. Where appropriate, they visit departments and observe lessons.

4.8 EXAMINATIONS

The School makes adjustments for disabled pupils taking examinations. Adjustments include students who meet the criteria being allowed additional time, be allowed to use a word processor, have an amanuensis, a reader, rest breaks or alternative rooming. This is subject to all external JCQ/CIE regulations being met.

Examination papers can be printed on to different coloured paper if appropriate. It is possible to order Braille or large print versions from the Examination Boards. The School can print large text versions of its own internal examination papers. If appropriate, alternative, smaller examination venues can be arranged for those whose specific needs or medical conditions require this.

5 THE PHYSICAL ENVIRONMENT AND ACCESSIBILITY

Giggleswick School is dedicated to enhancing accessibility across our campus wherever possible. We recognise that the historic character and unique physical setting of the Giggleswick campus present significant challenges to adaptation. The school occupies an extensive site with numerous separate buildings, some of which are listed, and the campus is divided in places by a main road. Additionally, certain sports facilities are located away from the main school area.

Access to buildings varies across the site, ranging from level entry and single steps to sloping paths, roads, and multiple steps. Due to the geography and heritage status of some buildings, it is not always possible to modify every access route. Nevertheless, the School remains committed to making ongoing improvements to the physical environment, with the aim of increasing accessibility to as many areas as possible.

We ask prospective employees and parents of prospective pupils to inform us of any relevant disabilities in advance, so that we can make appropriate arrangements to support their needs when joining the School.

All new buildings fully meet current Building Regulations. When we undertake comprehensive refurbishments of existing buildings, we make every effort to achieve the highest possible level of compliance. Beyond major projects, the School remains committed to adapting and improving buildings wherever it is practical to do so.

5.1 ACCESSIBLE TOILETS ACROSS OUR SITE

In accordance with the Equality Act 2010, we are committed to ensuring that accessible toilet facilities are available throughout our site to support the needs of all visitors, staff, and students. Currently, accessible toilets can be found in the following locations:

- **Dining Hall**
- **Richard Whiteley Theatre**
- **Art Department**
- **Partridge Building**
- **Sports Hall**
- **Catteral Pavilion**
- **Eshtons Pavilion**
- **Main Reception** (*currently under renovation; expected completion January 2027*)
- **Lords Pavilion** (*currently under construction; expected completion January 2026*)

We continually review our facilities to ensure they meet the highest standards of accessibility and inclusivity. If you require further information about accessible routes or have specific needs, please contact our Estates team for assistance.

This document provides an assessment of accessibility across key areas of the school. For clarity, the campus has been divided into five categories: Boarding Houses, Teaching Facilities and Classrooms, Administration and Support Facilities, Entertainment and Sports

Facilities, and External Campus and Sports Pitches. Each category groups together buildings of a similar type, typically used by similar groups—such as pupils or visitors—and for comparable purposes.

5.2 BOARDING ACCOMMODATION

We have six boarding houses located across the campus:

- **Catteral** – our junior boarding house for pupils in Years 3 to 8.
- **Carr and Style** – senior girls’ boarding houses for Years 9 to 13.
- **Morrison, Nowell, and Paley** – senior boys’ boarding houses, also for Years 9 to 13.

All boarding houses are established buildings, typically arranged over two to three floors. In most cases, bedrooms are not located on the ground floor. Where ground floor bedrooms do exist, they do not have accessible toilet or washroom facilities. Visitors to boarding houses would be limited to parents and these would be accompanied.

Below is a detailed overview of each boarding facility:

2.1.1 CATTERAL

Level access is available via the back door, which can be reached by a sloped pathway with a handrail from the main driveway. Please note that there is no sleeping accommodation on the ground floor, and none of the toilet facilities are currently suitable for wheelchair users. The ground floor is however equipped with two standard visitors toilets.

2.1.2 CARR

Carr Main Building:

Access to the main building is via a single step at the entrance. Please note that there is no sleeping accommodation on the ground floor, and none of the toilet facilities are currently suitable for wheelchair users. However, a standard visitor toilet is available on the ground floor.

Carr Annex:

This smaller outbuilding is accessed by three steps. It offers two bedrooms on the ground floor, but all toilet and bathroom facilities are located on the first floor, accessible only by an internal staircase.

Brookside:

Brookside, another outbuilding, has five ground floor bedrooms accessible via a gentle slope. The ground floor also includes walk-in showers and two toilets. However, due to the size of the entrance and corridors, this building is not suitable for wheelchair users.

2.1.3 STYLE

Style Main Building:

Entry to the main building is via a single step. Several ground floor bedrooms are accessible, and showers and toilets are also located on this level. However, none of the toilet or bathroom

facilities are currently suitable for wheelchair users. Due to the narrow entrance and corridors, this building is not accessible for wheelchair users.

Style Annex:

The smaller annex is also accessed by a single step. There is no ground floor accommodation. Toilets and showers are available, but these facilities are not suitable for wheelchair users.

2.1.4 MORRISON

Access to the building is via a small staircase leading to the ground floor lobby. Please note that there is no sleeping accommodation on the ground floor. While toilet facilities are available at this level, the building is not suitable for wheelchair users due to the presence of steps throughout. However, level access to the common room is available via a doorway from the garden.

2.1.5 NOWELL

Access to Nowell House is via a staircase, as it occupies the first and second floors of the Main Hostel. The first floor includes bedrooms, bathrooms, and toilets; however, these facilities are not suitable for wheelchair users

2.1.6 PALEY

Access to Paley House is via a staircase, as it occupies the first, second, and third floors of the Main Hostel. The first floor contains bedrooms, bathrooms, and toilets; however, these facilities are only reachable by additional stairs. As a result, this building is not suitable for wheelchair users.

5.3 TEACHING FACILITIES AND CLASSROOMS

Most teaching takes place in dedicated teaching blocks. Some of these buildings are modern and equipped with a comprehensive range of facilities, while others are older and house various departments. Visitors to these teaching areas are typically parents, who will be accompanied and supervised during their visit.

Below is an outline of the current situation of the Teaching Facilities and Classrooms:

5.3.1 PREP SCHOOL

The **main building of the Prep School**, known as the **Partridge Building**, was constructed in **2002** and serves as the central hub for the school's operations. This building is situated on **level ground** and is primarily accessed via the **main entrance**, which is fully accessible without the need for steps or ramps. While the Partridge Building features **multiple entry points**, it is important to note that **only the main entrance** provides step-free access, making it the most suitable option for individuals with mobility impairments.

At the time of its construction, the Partridge Building was designed in accordance with the **Disability Discrimination Act (DDA) legislation**, ensuring compliance with the accessibility standards in place at that time. This includes considerations for level access, door widths, and internal circulation spaces.

In contrast, the **outer buildings** of the Prep School—which accommodate specialist teaching areas such as **Music, Art, and Science**—are of **older construction** and present more significant challenges in terms of accessibility. These buildings feature **multiple changes in floor levels**, often connected by steps, which can hinder ease of movement for individuals with limited mobility.

Among these, **only the Science building** offers access without the need to navigate steps, making it the most accessible of the outer facilities. However, due to the **age, architectural complexity, and structural limitations** of the Music and Art buildings, implementing meaningful accessibility adaptations is **not straightforward** and would require substantial renovation or redesign.

5.3.2 MAIN TEACHING BLOCK & ASSEMBLY HALL

The main teaching block provides level access to the ground floor, ensuring ease of entry for all users. Most classrooms are conveniently situated on this level, allowing straightforward access for students and staff. However, it should be noted that two classrooms, as well as the assembly hall, are only accessible via a staircase, which may present challenges for individuals with limited mobility. For those using the classroom block, accessible toilet facilities are available nearby in the Richard Whiteley Theatre, supporting the needs of users who require step-free amenities.

5.3.4 SCIENCE BLOCK

The Science teaching areas have been progressively refurbished and modernised to align with best practices in educational design and accessibility. These improvements have been informed by the principles and requirements set out in the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA). The school remains committed to ensuring that all students, including those with disabilities or special educational needs, can access the curriculum and facilities equitably.

Key accessibility features include:

- Two ground floor Science classrooms that provide level access for individuals with mobility impairments.
- Upper-level Science classrooms are accessible via a platform lift, installed in accordance with Building Regulations Part M and maintained under the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).
To ensure safe and compliant use of the platform lift:
- All users must follow the school's lift operation procedures, which include appropriate supervision and regular servicing.
- A Personal Emergency Evacuation Plan (PEEP) must be developed and maintained for any individual who relies on the lift for access. This plan ensures that safe evacuation procedures are in place in the event of an emergency.

5.3.5 MUSIC SCHOOL

The Music School is accessed via a single step at the entrance, which leads directly into the main hall. Access to the lower practice rooms is limited, as the narrow corridors do not accommodate wheelchair users. The upper practice rooms are reached by an internal staircase.

Although the building entrance itself has only one step, the approach to the building is either via a stepped pathway or a steep road, both of which may present challenges for those with limited mobility.

5.3.6 HISTORY

The History Block offers level access into the building; however, the narrow entry points make it unsuitable for wheelchair users.

Access to the History Block is available either via a stepped walkway or a steep road, both of which may pose difficulties for individuals with limited mobility.

5.3.7 LANGUAGES

The Languages Building is located in the upper section of the Back Quad. It can be reached via a metal staircase from the quad itself or by following the path from the History building. Please note that both the staircase and steps along the path may pose accessibility challenges for individuals with limited mobility.

5.3.8 SHARPE CLASSROOMS & LIBRARY

The Sharpe classrooms and library are accessible via three separate level-entry points:

- Sharpe 9 can be accessed directly through an external door.
- IT offices and rear classrooms are reachable via a side entrance.
- The main accessible entrance is located at the rear quad, offering the most suitable access for individuals with mobility needs.

Additionally, access is possible through the Main Hostel entrance, though this route involves negotiating two steps and may not be ideal for those requiring step-free access.

An accessible toilet is available within the Sharpe classrooms and library; however, it is currently undergoing refurbishment. Completion is expected by January 2027.

5.3.9 ART & DESIGN

Both the Art and Design buildings have undergone refurbishments and provide level access entry points. The Design building presents additional complexity due to its workshop environment; therefore, individual risk assessments must be conducted for anyone with limited mobility, in line with the requirements of the Disability Discrimination Act (DDA) 1995 and the Special Educational Needs and Disability Act (SENDA) 2001. The more recent refurbishment of the Art building was specifically designed to comply with the DDA and SENDA legislation in force at that time, ensuring that the building meets the standards for

accessibility and inclusive design as outlined in the relevant statutory guidance and Approved Document M of the Building Regulations.

5.4 ADMINISTRATIVE & SUPPORT FACILITIES

The administrative and support buildings are primarily designated for use by staff members, serving as the central hub for day-to-day operational, managerial, and logistical activities. While these facilities are not generally intended for regular pupil access, there are occasions when students may enter—for example, to attend meetings, participate in specific programs, or seek assistance. Additionally, visitors may be received in these buildings for scheduled appointments, tours, or official business, though such visits are typically infrequent and managed to minimize disruption to staff workflows.

5.4.1 BURSARY

The Bursary is home to the Accounts Team, Lettings Team, HR Department, and the Bursar.

The building offers level access at the entrance, with the Bursar's office and a meeting room located on the ground floor and fully accessible. Access to the offices of the other teams requires navigating two steps.

On the first floor, there is a Memorial Library, which can only be reached via a stone staircase and is not wheelchair accessible.

5.4.2 CRAVEN BANK

Craven Bank has recently undergone redevelopment to accommodate the Headmaster's offices on the first floor. Access to the building is via the patio, which features a couple of single steps followed by three main steps leading into the hallway. From there, a central staircase provides access to the offices above. While accessibility considerations under the DDA were taken into account during the redevelopment, the building's complex listed status meant that significant structural alterations were not possible. As a result, the steps may present accessibility challenges for individuals with limited mobility.

5.4.3 MAIN HOSTEL

The ground floor of the Main Hostel is where the Main school reception is located along with an administration corridor and staff work area and common room. The main entrance to the reception and is via two steps as is the main entrance to the staff common room, however there are two level access entrances from the back quad in to the staff work room and another which gives access to the administration corridor and Main reception. There is an accessible toilet which is currently under re-development in the reception area this is expected to be complete in January 2027. With a link through to the Sharpe library all areas of the Main Hostel are accessible via different entrances.

5.4.4 WELBEING CENTRE

The Wellbeing Centre underwent a comprehensive refurbishment in 2022, aimed at enhancing the functionality and comfort of the space while ensuring compliance with relevant accessibility legislation. Although the renovation did not involve any structural alterations to

the building, careful consideration was given to the requirements outlined in the Disability Discrimination Act (DDA) and the Special Educational Needs and Disability Act (SENDA).

The ground floor of the centre offers level access throughout, facilitating ease of movement for individuals with mobility impairments. This includes access to a toilet and a bathroom; however, it should be noted that the bathroom does not fully meet the specifications required for full DDA compliance.

In terms of external access, designated parking spaces are available in close proximity to the building, supporting convenient arrival and departure for visitors with accessibility needs. Internally, two of the meeting rooms are accessible via level entry, and both the nurse's office and the counselling room are similarly reachable without the need for stairs or lifts. Overall, while the centre has made significant strides in improving accessibility.

5.4.5 LAUNDRY/DOMESTICS

The Laundry and Domestic work area is situated on the ground floor of the Languages Block. Access to the building, as well as to all internal rooms, is fully level, ensuring ease of entry for individuals with mobility needs. However, this area is designated as a **restricted zone**, accessible only to authorised personnel employed within the Estates team.

Due to the nature of the equipment and operational procedures in this space, any staff member with limited mobility who may be required to work in this area must first undergo a comprehensive **risk assessment**. This assessment will evaluate the suitability of the individual's interaction with the machinery and ensure that all necessary adjustments or support measures are in place to maintain a safe working environment.

5.4.6 ESTATES & GROUNDS

The Estates and Grounds building is located off the main school site, adjacent to one of the sports pitches at Eshtons. The main office is equipped with a dropped curb at the entrance, providing step-free access, and includes a toilet facility that is fully compliant with the Disability Discrimination Act (DDA).

Both the joiners' workshop and the grounds workshop are accessible via level entrances, supporting ease of movement for all staff. However, access to these workshops is restricted to authorised personnel only. Any staff member with limited mobility who is required to work in these areas must first undergo a thorough risk assessment. This assessment will determine the individual's ability to safely interact with workshop machinery and equipment and will identify any reasonable adjustments or support measures necessary to ensure a safe working environment.

At present, there are no specific provisions in place to enable staff with limited mobility to operate grounds machinery around the site. Should the need arise, a detailed risk assessment would be required before any such machinery is used by a staff member with limited mobility, to ensure all health and safety requirements are met.

5.5 ENTERTAINMENT & SPORTS FACILITIES

The facilities are actively used by pupils, staff, and a wide range of visitors, with a significant proportion of these visitors comprising members of external sports teams attending fixtures or events. While it is generally reasonable to assume that individuals directly participating in sporting activities are unlikely to have disabilities that would affect their use of the facilities, consideration must be given to the broader visitor demographic. Disabilities are more likely to be present among spectators, accompanying family members, or other non-participating guests. Therefore, accessibility provisions should be evaluated not only in the context of athletic use but also with regard to the comfort, safety, and inclusion of all visitors, particularly those with mobility or sensory impairments.

5.4.1 THE CHAPEL

The Chapel is a Grade II listed building that underwent comprehensive restoration between 1994 and 2001.

Access from the main school campus is particularly challenging for individuals with limited mobility. Both pedestrian paths leading to the Chapel are steep and consist entirely of steps. The only alternative route is via a steep road, which poses safety concerns for pedestrians and is therefore only suitable for vehicular access.

To support accessibility, there are designated disabled parking bays located adjacent to the Chapel's side entrance. This entrance can be accessed using a portable ramp, allowing entry into the building.

However, the Chapel's facilities remain limited in terms of accessibility. The only lavatory is located in the basement and has not been designed to accommodate the needs of disabled users.

5.4.2 RICHARD WHITELEY THEATRE

The theatre was established in 2011 following the conversion of the former Sports and Assembly Hall. It fully complies with all relevant legislation and includes accessible facilities, such as a disabled toilet. The building offers level access at the entrance, which connects directly to the adjacent flat area. This flat area serves as parking for major theatre events, with designated disabled parking spaces located close to the entrance for convenience.

5.4.3 DINING HALL

The Dining Hall, inaugurated in 1999, is accessible via a designated parking bay and a step-free route from Mill Hill Lane. The facility is constructed on a single level, ensuring ease of movement throughout, and includes accessible toilet facilities for individuals with disabilities. A permanent access ramp is installed at the main entrance to support inclusive entry.

While the height of the serving counters may not be suitable for wheelchair users, assistance is provided by appropriately trained staff to ensure equitable access to services. Additionally, signage indicating food options can be positioned at suitable heights and locations to accommodate all users.

5.4.4 6TH FORM CENTRE

The Sixth Form Centre is situated on the ground floor of Craven Bank, which also houses the Headmaster's office. Access to the building is via the patio entrance, which includes a couple of single steps followed by three larger steps leading into the main hallway. From this central area, doors open to both a study space and a common room.

During the redevelopment, accessibility considerations under the Disability Discrimination Act (DDA) were taken into account. However, due to the building's complex listed status, substantial structural modifications were not feasible. Consequently, the existing steps may pose challenges for individuals with limited mobility, and the toilet facilities do not meet current DDA accessibility standards.

5.4.5 LOWER SCHOOL COMMON ROOM

The Lower School Common Room is situated in the same building as the swimming pool. Access to the building involves two single steps at the entrance. However, the approach to the building itself is either via a steep slope or a series of steps, which may present challenges for individuals with limited mobility. While toilet facilities are available within the building, they were not designed with accessibility considerations at the time of construction.

5.4.6 SWIMMING POOL

The swimming pool currently presents several limitations in terms of accessibility for individuals with disabilities. While wheelchair users can access the pool entrance via a ramp, the internal facilities—including changing rooms and lavatories—are not purpose-built to accommodate disabled users. These areas lack essential features such as grab rails, widened doorways, and accessible showering and toilet fixtures, which are necessary to meet modern standards of inclusive design.

During term time, all swimming sessions are supervised by qualified lifeguards, ensuring a baseline level of safety for all users. However, should a disabled individual wish to use the pool, a thorough and individualised **risk assessment** must be conducted in advance. This would include evaluating physical access, emergency procedures, and any specific support needs. Additionally, a **Personal Emergency Evacuation Plan (PEEP)** must be developed to ensure the safety of the individual in the event of an emergency.

Although the building includes a staff changing and showering area that may be repurposed for use by a disabled person, it should be noted that the associated lavatory facilities are not designed to meet accessibility standards. This further underscores the need for a comprehensive review of the site's suitability for disabled users and potential investment in inclusive infrastructure improvements.

5.4.7 SPORTS HALL

The Sports Hall, completed in 2007, was constructed in accordance with the standards set out in the Disability Discrimination Act (DDA), ensuring that the facility is accessible and inclusive for all users. The building also houses the Squash and Fives Courts, which are of an earlier architectural design. While these older facilities may not fully reflect contemporary accessibility standards, they nonetheless offer generally acceptable levels of access for most users. To support ease of entry for individuals with mobility needs, designated disabled parking bays are conveniently located in the adjacent car park, providing direct and unobstructed access to the Sports Hall entrance.

5.4.8 CATTERAL PAVILION

The Pavilion was reconstructed in 2004 and designed in full compliance with the relevant Disability Discrimination Act (DDA) regulations. While access from the main campus involves either steps or a steep incline, designated disabled parking bays are available in the nearby car park to facilitate easier entry.

5.4.9 ESHTONS PAVILION

Eshtons Pavilion was extended in 2001 and designed to comply with the Disability Discrimination Act (DDA) standards in place at the time. Although the pavilion is located away from the main campus, it is accessible via a public footpath. However, due to varying path widths, this route is not suitable for wheelchair users. Dedicated disabled parking bays are available in the adjacent car park, providing convenient access to the pavilion.

5.4.10 TOP PITCH CRICKET PAVILION

Access to the Cricket Pavilion remains challenging for individuals with limited mobility due to the steps leading up from the playing fields. Although the building underwent refurbishment in 2004, which included the installation of new changing and showering facilities, the constraints of the site and the building's layout meant that full compliance with Disability Discrimination Act (DDA) requirements was not achievable.

Reaching the Pavilion from the main school is particularly difficult for those with mobility issues, as both pedestrian routes to the Top Pitch involve steep gradients and consist entirely of steps. The only alternative route is via a steep roadway, which presents safety concerns for pedestrians and is therefore only suitable for vehicular access.

Once at the Top Pitch, the route around to the Pavilion involves either crossing a grass field or using a gravel track. As such, vehicular transport remains the most practical and safe means of access for individuals with limited mobility.

5.4.11 LORDS PAVILION

The construction of the new Lords Pavilion is currently underway, with completion anticipated by January 2026. The building is being designed and constructed in full

compliance with current Disability Discrimination Act (DDA) standards and all relevant building regulations, ensuring accessibility and inclusivity for all users.

Access to the pavilion will be provided via a level route directly from the adjacent car park, facilitating smooth entry for wheelchair users and those with mobility challenges. Given the pavilion's location at a considerable distance from the main site, individuals with limited mobility will require vehicular transport to reach it comfortably.

To support this, dedicated disabled parking bays will be available within the car park next to the pavilion, offering convenient and direct access to the facility. These provisions are part of a broader commitment to ensuring that the pavilion is welcoming and accessible to all visitors.

5.5 SCHOOL CAMPUS & SPORTS GROUNDS

The Giggleswick campus presents a number of unique challenges—not only due to its geographical layout, but also because of its open design. The school is spread across various parts of the village, requiring the use of public footpaths and highways to access some of our sports facilities. Below is an overview of the main campus and associated sports grounds.

5.5.1 SCHOOL CAMPUS

The School's campus presents several topographical challenges for individuals with disabilities, particularly wheelchair users. The presence of numerous steps and steep gradients across the site can make independent navigation difficult. In many areas, the severity of slopes necessitates assistance for wheelchair users to move safely and comfortably. To mitigate these challenges, handrails have been installed alongside all stepped areas and in many sloped sections to provide additional support and improve safety.

We maintain an ongoing commitment to reviewing and enhancing accessibility across the site. Regular assessments are conducted to identify areas where improvements to walkways, steps, and gradient transitions may be required. This proactive approach ensures that the School continues to evolve in line with best practices for inclusive design.

Traffic management across the School campus is designed to balance safety, accessibility, and operational efficiency. Speed ramps are installed throughout the site as part of our traffic calming strategy. These ramps play a vital role in enforcing the 5mph speed limit, helping to ensure the safety of pedestrians, particularly during busy periods. However, we recognise that speed ramps can present challenges for wheelchair users. In response, selected sections have been modified or removed to facilitate smoother passage while maintaining effective speed control.

To further enhance safety and reduce congestion, a one-way traffic system has been implemented across the main campus. This system has significantly improved vehicle flow and pedestrian safety, especially during peak arrival and departure times. Vehicular access and parking are restricted to designated periods within the school calendar, which has helped

reduce traffic volume and improve accessibility—particularly across the Flat, a central pedestrian route connecting key teaching areas used throughout the school day.

In the Prep School, **red walkways have been introduced** to clearly designate safe pedestrian routes for pupils and parents. These visual guides are especially effective during drop-off and pick-up times, helping to manage foot traffic and improve overall safety. The red walkways also support accessibility by providing a consistent and visible path across busy areas, reinforcing the School's commitment to inclusive design and safeguarding.

In recent years, the School has undertaken a significant upgrade of external lighting across the campus. These improvements have enhanced visibility and safety during evening hours and in low-light conditions. We continue to explore further opportunities to improve illumination, particularly in areas with high foot traffic or complex navigation.

Signage has also been improved, with a focus on clarity and consistency. While directional signage remains intentionally low-key to preserve the aesthetic of the campus, efforts have been made to ensure that essential wayfinding information is accessible and appropriately placed.

5.5.2 SPORTS GROUNDS

A number of challenges have been identified concerning accessibility to the various playing fields across the estate. In general, access to these areas is significantly limited, particularly for individuals with disabilities. Due to the nature of the terrain and the layout of the site, it is likely that any person with mobility impairments would need to be transported by vehicle directly to the vicinity of the playing fields in order to participate or spectate.

As previously outlined, the pavilions at Lords, Eshtons, and Catteral have been constructed in accordance with the Disability Discrimination Act (DDA) standards. These facilities are equipped with appropriate accessible features, including external viewing areas that offer clear sightlines over the adjacent sports pitches, thereby supporting inclusive participation and spectating.

In contrast, the Top Pitch currently lacks dedicated DDA-compliant facilities. However, it does offer level access to both the tennis courts and the cricket field, which may be suitable for some individuals depending on their specific mobility needs. It should be noted, however, that the surrounding grassed areas present potential hazards for wheelchair users or those with limited mobility.

To ensure safety and compliance, any individual requiring access beyond the designated hardstanding viewing areas—particularly onto grassed surfaces—would require a thorough and site-specific risk assessment. This would need to take into account the nature of the terrain, weather conditions, and the individual's mobility aids or support requirements.

6. ACCESSIBILITY AND INCLUSION IN CAMPUS DEVELOPMENT

Over the past two decades, the school has maintained a proactive and evolving approach to ensuring accessibility for individuals with disabilities. The design and construction of all new buildings have consistently incorporated appropriate facilities that align with current best practices and statutory requirements, including those set out in the Disability Discrimination Act (DDA). These provisions are not only compliant but also reflect a commitment to fostering an inclusive environment for all members of the school community.

In addition to new builds, any renovation or refurbishment projects undertaken across the campus are carefully assessed to ensure DDA compliance is considered and implemented wherever it is reasonably practicable. This includes adjustments to entrances, circulation routes, sanitary facilities, and learning spaces, with the aim of removing barriers and enhancing usability for pupils, staff, and visitors with varying needs.

To ensure that accessibility remains a priority, regular reviews of the campus are conducted. These reviews involve evaluating existing facilities, identifying areas for improvement, and consulting with stakeholders to ensure that the evolving needs of both pupils and staff are being met effectively. This ongoing process reflects the school's dedication to continuous improvement and its responsibility to provide a safe, accessible, and supportive learning environment for all.