

Accessibility Plan

(September 2020 to September 2021)

Adopted	March 2020
Next review	March 2021
Owner	SENC _o

DATE OF REVIEW	AUTHOR	PAGE / PARA	SYNOPSIS OF AMENDMENT

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1. Introduction

The Special Educational Needs and Disability Act 2001 extended the original Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the governing body has had three key duties towards disabled pupils, under Part 4 of the DDA, and this is now echoed in the latest legislation of 2010, namely the Equality Act (The DDA has now wholly been replaced by the Equality Act, and is referred to in this Plan):

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body to enhance access to education for disabled pupils in the three areas required by the planning duties in SENDA and the Equality Act:

- The extent to which disabled pupils can participate in the School curriculum
- The environment of the School, in order to increase the extent to which disabled pupils can take advantage of education and associated services
- The delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary. Statutory guidance requires the Accessibility Plan to be reviewed revised every three years.

2. The purpose and direction of the School's plan, vision and values

The School subscribes fully to the concept of inclusion. There is equality of opportunity for all pupils to follow a full curriculum timetable and to take part in extracurricular activities and the full life of the School. The individual needs of all pupils at this School will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential. The School will monitor carefully the academic performance and personal development of disabled pupils and do whatever necessary is required to support them.

We recognise the individual needs of all students, and the need to maximise every pupil's potential. It is the responsibility of all to ensure that this is achieved with as many barriers to learning as possible being tackled and broken down, for all pupils.

We will look at all areas of our educational provision, and this includes the buildings in which this is undertaken. We endeavour to look at any measures that will improve School life for disabled pupils, including any structural changes where possible, permissible, and necessary. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The purpose of this plan is to show how the School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

This policy should be read in conjunction with the Curriculum Policy and the Personalised Learning Policy.

3. The principal focus of recent developments

a) Increasing the extent to which disabled pupils can participate in the School curriculum:

All pupils initially follow the full curriculum, but each pupil's timetabling, classroom technology, and subjects taken are constantly reviewed by the Assistant Heads Personalised Learning, at the College and Prep.

Considerable investment has also been made in learning support technology.

The Assistant Head Personalised Learning leads the School in ensuring each pupil's learning needs are met, and considerable progress has been made in recent years in ensuring staff deliver their lessons in such a way as to facilitate learning by all pupils. This is also embedded into the Mount Kelly Teaching Standards, against which all staff are appraised.

b) Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

In terms of buildings, we are limited in some respects by the Grade II listed status of many of the buildings, and by the terrain of the site. In recent years, however, considerable resource has been committed to improving access, including the following:

- The installation of a purpose-built lift for wheelchairs integrated within the design for the new Performing Arts Centre.
- The installation of a disabled access toilet in the Performing Arts Centre.
- The construction of a wheelchair ramp to Marwood House and the Sixth Form Centre extended the accessibility to these areas for disabled pupils.
- The establishment of the "Sanctuary Room" adjacent to Reception, which enables pupils to take a physical rest during the day and others to take a restorative "time out" if needed.
- The installation of lower level handrails across the site, and the lowering of security number locks on all secured doors.

- The installation of a radar key for the disabled changing room at the Swim Centre
- Installation of specialist classroom furniture
- Improvements to the lighting across the School, to support visually impaired pupils.
- Installation of access ramps to enable wheelchair access to the main building and the Health Centre.
- Members of the support staff are able to offer specialist support for visitors with mobility difficulties.
- Personal care rooms have been established in Courtenay House and the Sixth Form Centre

c) Improving the delivery of information to disabled pupils:

Information for pupils is delivered in various formats depending on the need of the pupils and parents, though all written resources are available in different formats upon request. For example:

- large print and different fonts
- different coloured fonts and papers
- simplified or moderated language or diagrams

The use of Microsoft Teams facilitates the better sharing of resources in a wider range of formats.

The School continually assesses the requirements of the staff with a view to continued professional development for INSET training, in order to maintain support and consistency of learning for all pupils and staff within the School.

Identifying the appropriate format depends on the pupil's difficulties, their needs, subject level and content. The School continues to ensure that all pupils have access to information.

4. Monitoring and Review of Policy

In line with current statutory guidance, the Governors will review this policy statement every three years, and update, modify or amend it as it considers necessary to ensure the health, safety and welfare of staff and pupils or in the light of managerial and legislative changes.

5. Three Year Action Plan

	Actions	Time scale	Staff Lead	Outcomes
Year 1	<p>Improve disabled WC facilities in College boarding houses, in the College Science Block and at the Prep.</p> <p>Review classroom environment for technology, lighting and accessibility.</p>	<p>2019-20</p> <p>2019-20</p>	<p>Maintenance Manager</p> <p>Assistant Heads of Personalised Learning</p>	<p>Promote inclusion for all pupils irrespective of disability</p> <p>Old buildings and rooms are increasingly awkward to navigate and equipment needs updating to maximise benefit to all children with special learning needs.</p>
Years 2 & 3	<p>Develop a rolling programme of upgrade to classroom technology to support the needs of all pupils with learning, physical and sensory difficulties</p>	2020-21	Assistant Heads of Personalised Learning	Promote inclusion for all pupils irrespective of age, sex and disabilities.