

## Accessibility Plan

(September 2020 to September 2021)

Adopted	September 2021
Next review	September 2022
Owner	Assistant Head Personalised Learning

DATE OF REVIEW	AUTHOR	PAGE / PARA	SYNOPSIS OF AMENDMENT
17.9.21	GTA	General	Replacement of <i>students</i> with <i>pupils</i>
17.9.21	GTA	Page 4 Section 1 bullet point 4	participate in <i>all aspects of</i> the School curriculum
17.9.21	GTA	Page 4 Section 2 Para 1	Definition of disability added
17.9.21	GTA	Page 4 Section 4 Para 4	<i>and within the constraints of our operation</i>
17.9.21	GTA	Page 5 b	List of actions updated
17.9.21	GTA	Page 5 c	<i>pupils and parents</i> ; new first para
17.9.21	GTA	Page 6 Para 2	<i>good communication</i> added

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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4 of the DDA, and this is now echoed in the latest legislation of 2010, namely the Equality Act (The DDA has now wholly been replaced by the Equality Act, and is referred to in this Plan):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 all aspects of 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 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 as well as the broad definition of disability as *a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities*. 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 pupils, 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 and within the constraints of our operation, to increase accessibility to the physical environment, the curriculum and written information so that all pupils 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 Head 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 installation of access ramps around the campus
- The establishment of the Sanctuary Rooms at both Prep and College, which enable pupils to take a physical rest during the day or 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
- Staff training to develop specialist support
- Personal care rooms have been established in Courtenay House and Russell House

c) Improving the delivery of information to disabled pupils and parents:

The School aims to ensure there is an appropriate flow of relevant information to pupils and parents, beginning during the Admissions process and continuing throughout a pupil's time at the School.

Information for pupils and parents 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 good communication, 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 and 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
<b>2021/22</b>	Continue to improve disabled WC facilities in College boarding houses, College Science Block and at the Prep  Continue to review classroom environment for technology, lighting and accessibility	Ongoing to accommodate changing needs  Ongoing to accommodate changing needs	Maintenance Manager/ Assistant Head Personalised Learning/ Health & Safety Officer  Assistant Head of Personalised Learning	Promote inclusion for all pupils irrespective of disability  Old buildings and rooms are increasingly awkward to navigate and equipment needs updating to maximise benefit to all children with special learning needs
<b>2022/23</b>	Continue to improve access to sporting and extracurricular activities	Ongoing from 2021/22	Director of Sport/ Director of outdoor activities/ Assistant Head of Personalised Learning/ Health & Safety Officer	To develop more opportunities outside para swimming to enable all pupils to access some sporting/LOTC activities on a regular basis
<b>2023/24</b>	Review general accessibility at the Prep, in context, and options for the boarding house	2021/22 start the conversation	Assistant Head Personalised Learning/ Head of Prep/ Maintenance Manager	To explore opportunities for easier access to listed buildings and adjustments for boarding.