



Accessibility Plan

(September 2024 to September 2027)

Reviewed	September 2026
Next Review	September 2027
Owner	Deputy Head Operations/ Assistant Head Personalised Learning

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1. Introduction

Mount Kelly recognises that the Equality Act 2010 imposes a duty on it to make reasonable adjustments to policies, criteria and practices to address potential issues of discrimination (including in relation to disability) and requires schools to have a three-year accessibility plan.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled pupils (the planning duty).

Mount Kelly is non-discriminatory towards pupils with a physical disability and/or Special Educational Needs. Mount Kelly is committed to reducing and, wherever possible, eliminating barriers to accessing the curriculum and seeks to maximise participation for all pupils and prospective pupils who have a disability.

Mount Kelly fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. The School also recognises and respects the right to confidentiality for parents and children.

This plan should be read in conjunction with the School's Personalised Learning Policy and Curriculum Policy.

Progress against this plan will be assessed annually and recorded in the "Ongoing Review" section, as well as at the end of the planning period at which time the next three-year plan will be developed.

The School is aware of the following DfE Requirements (given Schedule 10 of the Equality Act 2010) for schools inspected by the Independent Schools Inspectorate:

- Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

2. Personalised Learning and Special Educational Needs

Mount Kelly is committed to meeting the needs of all its pupils, including those with special educational needs, with reasonable adjustments within the scope of the School's resources. The School aims to enable every pupil to achieve his or her full potential. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory School age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions.

Pupils whose first language is not English may need some additional support to equip them for study.

Mount Kelly endeavours

- to ensure that all pupils with SEND are identified and supported in the School;
- to ensure that all pupils for whom English is an Additional Language (EAL) are supported as necessary;
- to ensure that a framework of support exists to enable staff to respond appropriately to the needs of pupils;
- to ensure that appropriate resources are available to pupils with SEND and those whose first language is not English. EAL pupils with English language needs are those whose verbal and/or written English is identified as currently below the level necessary for maximum achievement within their year group.

All staff are made aware, through the Personalised Learning Profile (PLP), of the needs of each student in their care, and no child will be discriminated against in any area of school life on the basis of his or her emotional needs or learning difficulty. Furthermore, pupils themselves, as well as their parents, are involved in the production of the PLP.

3. Access for Staff

- The School takes a fully inclusive approach to staff recruitment and always seeks to appoint the best person for any advertised post.
- Appointments are made on the basis of an applicant's experience, qualifications, and references and regardless of gender, disability, race, religion, ethnicity or sexual orientation.
- The School actively implements its Equality Policy in the day to day management of staff.

4. Access to the Site

- Many parts of the site are already accessible by lifts and/or ramps and staff are available to assist guests with specific needs as required at school events.
- The School will assess access needs on an annual basis and will deal with concerns about access as they arise.
- Rooming of the timetable may be adjusted on a temporary or permanent basis to take account of the needs of an individual with a specific disability.

- The School will adapt to individual cases, for example, access requirements for a pupil with a leg injury on a case by case basis.

The Governors and Senior Leadership Team are committed to removing barriers for access across the school site. Accessibility is an ongoing and ever-present challenge which needs constant focus to enable improvements.

We want to ensure that the school site is as accessible and inclusive for all pupils, staff, parents and visitors.

The School maintains a register of planned works which address aspects of accessibility. This is included in the Action Plan found at Annex 1.

5. 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.

There is a 3-yearly review of these projects to appraise how successful they have been and to help create better specifications for future works.

Feedback regarding limitations for access and successful access arrangements should inform future decision making and should support a process of continuous improvement.

6. Employment of Staff

Mount Kelly is an equal opportunities employer. To enable proper assessment of the workplace all relevant information is asked for. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective staff member to take up employment the School is committed to providing those reasonable adjustments.

7. Provision for parents, staff & visitors

Disabled parking is available throughout the School site and additional provision can be made available for special events and reserved for the appropriate number of visitors. All efforts to provide short routes and level access will be made as will clear signage and lighting. Main reception and accessible welfare facilities will also be made clear.

8. Delivery of Information

The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet the need, if so requested and it is reasonable to do so. School documents can be available in multiple formats if so requested.

9. School Site

The School acknowledges that from year to year the intake of pupils and staff may mean that a previously unplanned scheme of works may be necessary to improve access to facilities based on need.

All planned work meets the relevant legislation including the Equality Act 2010 and approved codes and often will aim to exceed the minimum requirements.

We recognise, however, that our school site, with its historic listed buildings, older buildings which have been converted and purpose-built buildings spread across a multilevel School site, currently presents accessibility challenges for pupils, staff and visitors with physical disabilities.

We are working hard to resolve this and continue to make improvements throughout the site. We monitor our buildings and school site and seek to take reasonable steps to improve the school's physical environment in order to increase the extent to which pupils with a disability are able to take advantage of our education, sporting facilities and associated services.

10. The principal focus of recent developments

a) Increasing the extent to which pupils with disabilities 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.

11. Further Improvements

Despite the progress made, it is clear that there are further improvements that could be made, despite the restrictions imposed by

- having very small numbers of disabled pupils applying to the School or at the School,
- the physical characteristics of the School buildings, many of which are listed and of historic value, and
- the expansive and complex nature of the School site.

We review and would make required physical adjustments depending on the requirements of pupils, staff and visitors. The School is designed to meet the needs of all current pupils, but, once again, adjustments would be required for more severely disabled pupils; in particular, some classrooms are not accessible for wheelchairs, and navigation around the school site for a blind student would be problematic.

Particular barriers that would need to be removed could therefore include:

- Providing access to certain classrooms
- Improving “navigation” around and between current School buildings, and removing or overcoming barriers that exist (e.g. frequent changes of levels necessitating many stairs);
- Revising emergency and evacuation systems and processes.

12. Transport

The School and third party bus companies who provide services to the school will wherever practicable offer transport to and from the School that meets the needs of disabled pupils and will be assessed on a case by case basis.

Annex 1. Accessibility Action Plan

The Action Plan will form part of the consideration of the following related policies or plans:

- Admissions
- Attainments
- Attendance
- Education and curriculum
- Governing Body representation
- Physical school environment
- Recruitment of staff
- Sporting education and Activities
- Exclusions
- Co-Curricular Activities
- Staff Training
- Pupil, staff, parents and visitors welfare

The Action Plan includes details of the following:

- Aim
- Historic Practice
- Status
- Current/Future Target Objectives
- Target Completion Date
- Department
- Key Staff

The Accessibility Plan is being reviewed and updated in Michaelmas 2026 to include a wider remit within the school and will be available on the Intranet.