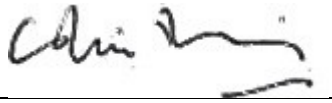
MOUNT HOUSE SCHOOL

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

ACCESSIBILITY

Review	Date	By
Last Reviewed	September 2020	
Next Review	September 2021	

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Statement of intent

This plan outlines the proposals of the Directors of Mount House School to increase access to education for students and pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students and pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which students and pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to students and pupils with disabilities.

The Board of Directors also recognizes its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

We are committed to providing a fully accessible environment which values and includes all students, pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of students/pupils
- Employees
- Board of Directors
- External partners

The accessibility plan is designed to cover a period of three years from August 2020 – August 2023 with all areas reviewed annually usually during the Autumn Term.

Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Next review
Short term	Staff members do not know whether the curriculum is accessible Access to curriculum. Students access the Key Stages have an appropriate (differentiated) curriculum should be reflected in policies	Audit of curriculum Whole staff INSET; SEN and EAL; Assessment without levels review? The following documents/policies should support his aim: School Development Plan Department Development Plan Policy for Curriculum Policy for assessment Special Educational Needs Policy Supporting Pupils with Medical Conditions Policy	Head/ Teachers / Head of Learning Support/Head of curriculum/Department Heads/ Heads of Years	September 2020 Reviewed annually to ensure compliance with current specifications -progress reports generated at each assessment point; reviewed by HOYs, Tutors and Curriculum HODs	Management and teaching staff are aware of the accessibility gaps to the curriculum.	September 2021

	Staff members may not have the skills to support students/pupils with SEND	INSET provided to staff members; SENCO, External professionals, EHCP reviews? Head of Curriculum/Teaching and Learning/Head of Years	Head/ External advisors / SENCO/ Department Heads/Head of Curriculum/Head of Years	September 2020 Reviewed annually to ensure compliance with current specifications	Staff members have the skills to support students/pupils with SEND. Parents have access to information by talking to teachers and support staff and annual subject-based Parents' evenings, curriculum evenings SEN information to parents at reviews with relevant professional outside school support	September 2021
Medium term	School trips do not take into account students/pupils with SEN and disabilities	Needs of students/pupils with SEND incorporated into planning process. Review of associated policies Head of Curriculum/Teaching and Learning/Head of Years	Teachers / SENCO Department Heads/Head of Curriculum/Head of Years	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	Planning of school trips takes into account students/pupils with disabilities. Minibus with disabled access There are option choices for Year 9 pupils choosing KS4 courses following discussions with pupils, parents and teachers; for pupils with particular learning or other needs more bespoke packages may be negotiated	September 2021

Long term	Students/pupils with SEND cannot access lessons.	-Provide tablets and/or laptops to students/pupils with SEND -Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Relocate lessons if appropriate Pupils with medical needs, unable to access school full-time, are supported by the Curriculum Support Department and the Pastoral Team	Head / ICT Manager / SENCO Department Heads/Head of Curriculum/Head of Years	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	Students/Pupils with SEND can access lessons. Pupils returning from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence	September 2021
	Training for Awareness Raising of Disability Issues	Provide training for Directors, staff, students/pupils and parents Discuss perception of issues with staff to determine the current status of school	Head / Teachers / SENCO Department Heads/Head of Curriculum/Head of Years	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	Society will benefit by a more inclusive school and social environment	September 2021

Planning Duty 2

Governing bodies should undertake an audit of the extent in which students/pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	**What**	**Who**	**When**	**Outcome**	**Next Review**
Short term	Management does not know if the school's physical environment is accessible.	Audit of physical environment.	Bursar /Site manager	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	School is aware of accessibility gaps to its physical environment; Ramp fitted; -Bethany Area: White Door Threshold - Narrow drama door; -Dividing door between music and drama to be cleared	September 2021
Medium term **Has this been actioned?**	Learning environment of students/pupils with visual impairment is not accessible.	Incorporation of appropriate colour schemes.	Bursar /Site manager	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	Learning environment is accessible to students/pupils with visual impairments; Mind the steps signs to be placed in F&N room; Review handrail colour coding in Science and Bethany blocks	September 2021
Has this been actioned?	Toilets are not accessible.	Handrails to be installed; disabled access in toilets to be reviewed	Bursar /Site manager		Access to toilets is increased.	September 2021

Long term	Students/pupils with physical disabilities cannot access areas within the school buildings: Art Corridor: 4 sets of step edges -Old House: 2 sets of narrow stairs; Arch by chapel and stairs	Alternative routes to be identified; Lessons to be relocated as appropriate Where are these designated alternative routes? Are they compliant with the accessibility regulations?	Bursar /Site manager / timetable	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	School buildings are fully accessible.	September 2021

Planning Duty 3

Governing bodies should undertake an audit of the extent in which students/pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Next Review
Short term	Management staff does not know whether school information is accessible or not.	Audit of information delivery procedures.	SENCO / ICT Manager/ marketing and admissions	September 2020 Reviewed annually to ensure compliance with current regulations and specifications	School is aware of accessibility gaps to its information delivery procedures; introduction of Shared K drive	September 2021
	School does not know how to make written information accessible.	School seeks advice from external advisors.	Inclusion Manager /marketing and admissions	September 2020	School is converting written information into alternative formats	September 2021
Medium term	Written information is not accessible to students/ pupils with visual impairments	Get advice on alternative formats and use of IT software to produce customized materials; BOYD Policy External advisors/local authority/council/ parents	Inclusion Manager / ICT Manager	Reviewed annually to ensure compliance with current regulations and specifications	Written information is fully accessible to students/pupils with visual impairments; Use of own device in the classroom to aid learning Parents/teacher staff trained/awareness	September 2021

	Raise the awareness of adults working at and for the school on the importance of good communications systems Too broad/not clear?.	Arrange training courses; new staff induction	Head/ teachers/ SENCO	September 2020	School is more effective at meeting the needs of students and pupils	September 2021

Long term	School website is not accessible to students/pupils with SEND.	Continue to work with website provider-needs identified and addressed	ICT Manager / marketing/ admissions/ inclusion Local Authority/council/parents/pupils	Reviewed September 2016; Ongoing	Website is fully accessible.	September 2021