MOUNT HOUSE
SCHOOL

SCHOOL POLICIES

ACCESSIBILITY

Review	Date	By
Last Reviewed	September 2026	NHI/NNA
Next Review	September 2027	

Accessibility Plan 2025 – 2028

Context:
Mount House occupies a stunning Grade-II listed fine red-brick mansion in a green belt conservation area in Barnet on the outskirts of London, surrounded by grounds and woodland. Originally built in the early 18th century, the Palladian mansion and property has been extended and re-modelled considerably over the years to provide the facilities needed for a co-educational secondary independent day school. The main school comprises a lower ground floor and two levels above ground floor. Reasonable adjustments have been made to the school to accommodate students' needs, for example handrails on staircases, slow closure on doors and the addition of blinds to many windows. Dining facilities are located on the first floor but alternative catering arrangements can be made on the ground floor. There are no passenger lifts in the building so access to the upper floors is restrictive for physically impaired students or adults and physical access to the full range of school activities is limited by the nature of the building. The school does have a portable ramp for wheelchairs and there is parking on the school site.

Aim:
At Mount House School it is our aim to remove, as far as we can, those barriers that make it hard for children and adults with a disability to take part in the day-to-day life of the school and benefit from the educational, and other, experiences and services provided. The school aims to ensure that it is a welcoming place which understands and responds effectively to children and adults with disabilities and recognises the importance of a review and planning procedure associated with continuous development and improvement.

Mount House School addresses and complies with the requirements of:

- the Disability Discrimination Act 1995,
- the Special Educational Needs and Disability Act (SENDA) 2001,
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015),
- the Equality Act (2010) and the Public Sector Equality Duty (2011), and
- the Children and Families Act 2014.

SENDA 2001 refers to disabled students in a wide sense, including those with special educational needs and those with learning difficulties and physical disabilities. Reasonable steps must be made to avoid putting disabled students at a substantial disadvantage in matters of admission and education. The three-year plan is in three sections, covering the following areas:

1. The extent to which disabled students (including those with learning difficulties) can participate in the curriculum;
2. Improving the delivery of information (in a range of different ways) to disabled students, which is provided in writing for students who are not disabled;
3. Proposed developments in physical access to education and associated services.

The Board of Directors also recognises its responsibilities towards employees and visitors 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.

The accessibility plan is designed to cover a period of three years from September 2025 – September 2028 with all areas reviewed annually, usually during the autumn term.

1 Increasing Access of Disabled Students to the School Curriculum

All students must be enabled to participate fully in the school curriculum and in the broader life of the school. Where reasonable, accommodations are made to ensure students with disabilities can access the school curriculum. Consequently, all students are permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. The only exception would be if a student had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Targets/Strategies	Timing	Responsibility	Success criteria
Audit of curricular provision to ensure schemes of work in all subjects are accessible.	April of each year for following year's budget	SENCO/SDH	Excellent provision for all students with SEN. The school can provide a curriculum that is accessible for visually impaired, EAL students and those with auditory processing disorders. Increased access to the curriculum with teachers equipped to meet the needs of the students.
SEN audit carried out to identify which resources are required within departments.	January	SENCO/SDH	Departments have relevant resources to teach student with SEN.
Audit of all resources within SEN department to ensure adequate provision, including reasonable adjustments for IT.	April of each year for following year's budget	SENCO	Increased access to the curriculum with appropriate classroom resources fully equipped to meet the needs of the students. All SEND students who require ICT support can gain improved access to learning and areas of the curriculum which may have been previously inaccessible.

Review trips to ensure that adequate access is available for all students.	Ongoing	SENCO/DHP	Risk assessment and evaluation ensures there is appropriate inclusion and support for all students.
Ensure appropriate staff training is available to deal with specific special needs.	Ongoing	SENCO/SDH	Improved teaching and learning outcomes and student wellbeing. All staff are actively supporting disabled students and liaising with SEN Department.
Annual review of access arrangements.	May/June of each year	SENCO/SDH	JCQ applications submitted in March for summer examinations and October for November examinations. Arrangements put in place during each examination period, to ensure that all students have access to examinations.
To ensure SEND students are fully supported as the school roll increases.	Ongoing	SENCO/SDH	SENCO will work collaboratively with teaching and support staff to ensure the development of consistent strategies to support students.

2 Improving Access to the Physical Environment of the School

As outlined in the school context above, the nature of the school premises limits the extent to which physical access to the full extent of school activities can be attained for disabled children and adults. However, the school remains committed to taking appropriate steps to improve the physical environment in this regard. Planned actions are detailed below.

Targets/Strategies	Timing	Responsibility	Success criteria
Refurbishment of classrooms to provide an upgrade to existing provision and with consideration for those with a disability.	Ongoing – generally summer term for the next academic year	Bursar/Site Manager	Select furniture and equipment that is suitable and improves access for those with disabilities. Consider appropriate colour schemes to benefit students with visual impairment – in decor and learning resources.

Lighting - to improve ambient light levels and LUX ratings	Ongoing upgrades to LED	Bursar/Site Manager	Improved visibility and enhanced safety in hallways and stairwells. Reduced sensory triggers (e.g. flickering of fluorescent lights) buzzing)
Continued investment in The Hive, dedicated area for SEN students.	The Hive was formed in Sept '21. Facility enhancement ongoing	Head/Bursar	Excellent provision for all students with SEN and improved teaching and learning outcomes.
Ensure teaching staff are aware of optimal seating arrangements for visually/hearing impaired students.	Ongoing	SENCO	Class seating plans are fully adapted to meet the needs of visually/hearing impaired students.
Improve accessibility of all fire exit routes for persons with restricted mobility. Individual student risk assessments are carried out to determine specific accessibility and restrictions re upper floor and ground floor.	Ongoing	SENCO/Site Manager	Adequate number of evacuation chairs in different locations. Staff trained to safely assist individuals with mobility needs during evacuations. Indvidual with mobility needs can be safely and quickly evacuated from first floor in a fire or emergency.
New building projects to ensure sufficient washroom accommodation, including adequate facilities for those with disability.	This project was completed in phases in 2024 and 2025 and is on going	Head/Bursar	Increase and improve the number of washroom facilities and easier access for all students, including appropriate facility for those with disability.

3 Improving the Delivery of Written Information to Disabled Students

This includes planning to make written information that is normally provided by the school to its students available to disabled students and parents. Examples might include handouts, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe.

Targets/Strategies	**Timing**	**Responsibility**	**Success criteria**
Clear and enhanced signage around the school site.	Ongoing	Site Manager	Journey through the school site is seamless for the visually impaired. Pictorial signage seen across the school with clear, bold designs.
Ensure all staff are aware of guidance on accessible formats.	Ongoing	SENCO	Provide guidance to staff on dyslexia and accessible information.
Ensure the relevant SEN students are provided with requisite assistance (Braille or transcripts of exam papers available in different formats) for examinations and, as necessary, are provided with additional time to complete examinations.	Ongoing	SENCO	Relevant students can reasonably access the curriculum and fully equipped to undertake examinations with due accord of their SEN.
To review accessibility of information to disabled staff, students, parents and visitors as specific needs arise.	As required	Head/SENCO/Bursar and Site Manager	Delivery of school information to all stakeholders is improved.