

Three Year Accessibility Plan



ISI Regulatory Code – A15

Policy written by – Andrew Hutchings
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Accessibility Plan (2015-2018)

Mount St Mary's College and Barlborough Hall School are inclusive and welcoming schools. We do not select merely on the basis of academic ability and we do not exclude a student merely because of their perceived academic potential or lack of ability in any area. A key underlying criterion for acceptance of an application by either school is the ability of the school to connect with and educate each individual so that they can develop to the best of their abilities.

The Schools do not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. Our policy is written in accordance with the Equality Act 2010 and the Children and Families Act 2014.

In doing so consideration is given to the needs of each child individually and the context in which they will be learning. It includes those with physical disabilities, health issues including mental health, or learning disabilities.

We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We regularly review and take steps to 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.

Because of the age of their buildings both schools have limited facilities in terms of access for some who are disabled. In spite of the limitations at both schools the staff and management will do all that is reasonable to help students regardless of their abilities or educational needs.

In both schools an active learning support team oversees the provision of Individual Education Plans which can include some extra classes outside of the mainstream timetable either in small groups or as individual tuition or a combination of both. In both schools however we follow an inclusive model aiming where possible to maximise the integration of learning support into the main timetable and curriculum. For the good of the student it is very important that parents consider how such mainstreaming and the resources available in both schools might impact on their child's needs before making their decision about applying for or accepting a place.

We recommend that the parents of a pupil with special needs from any feeder school including Barlborough Hall School should meet with members of the staff at the school to present and consider any specialist reports, statements and / or other information/background material that will help the school to plan how best to meet their needs. Staff in the schools will be professional at all times and will be sensitive to any parental requests for confidentiality. At the same time we will ask that the parents involve specialist staff of the schools in an assessment of a pupil's or prospective pupil's needs.

For pupils who sit Mount St Mary's College Entrance Examination at 11+, the College will seek to make reasonable adjustments to meet the needs of disabled candidates notified to the College. Prospective parents will be asked to discuss any relevant adjustments at the time of application. Reasonable

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adjustments may include an allowance of extra time in any College entrance examination and allowance for the use of laptop computers. It is very important that any needs such as these be

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communicated as early as possible to the school so that we can best assist the applicant and their family. We can provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

The Schools need to be made aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the Schools. Parents of a child who has any disability or special education needs should provide the Schools with full details when registering an interest in the school or at the very latest before they accept the offer of a place.

We have a number of statemented pupils and many for who English is an Additional Language (EAL). Pupils with individual education plans are monitored to assess progress relating to their Individual Education Plan (IEP) targets.

We have pupils with medical and learning disabilities. These include dyslexia, mental health issues and visual impairment. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of the schools. We have staff with medical disabilities ranging e.g. hearing impairment and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We make adjustments to ensure that thi individual can travel to and from meetings and has access to all the necessary information and equipment to enable him/her to fully and actively undertake his role.

We will regularly monitor the success of the plan and it will also be reviewed by the governing body. The governing body will report on how targets have been met in their report to parents (and what impact they have had on the achievements of pupils with disabilities).

ACTION PLAN

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attendance
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

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ISI Regulatory Standard	Description
10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improve physical access to facilities within the schools	Schedule 10 3. 2(b)	Install ramp accesses (MSM)	Estates manager SENCO	Cost	Use by those with mobility impairment	2013
Highlight steps for those with visual impairment	Schedule 10 3. 2(b)	Step edge highlighted	Estates manager	Cost	Use by those with visual impairment	2013
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Schedule 10 3. 2(c)	delivery to disabled pupils of information	SENCO & teachers	provide auxiliary aids and services e.g. Laptops, enlarged/yellow or blue copies of written resources	Use in classrooms to access textbooks and resources material used in lessons and write answers	Completed 2015 Ongoing improvement

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Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Schedule 10 3. 2(c)	delivery to disabled pupils of information	SENCO & Exams Officer	provide auxiliary aids and services Laptops, readers, scribes, employ cover supervisors	Use in exams to access scripts and write answers	2014 onwards
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Schedule 10 3. 2(c)	delivery to disabled pupils opportunities to show ability in exams	SENCO, staff & Exams Officer	provide auxiliary aids and services Laptops, readers, scribes	Use of additional rooms for exams to facilitate access scripts and write answers	2014 onwards
Increasing the extent to which disabled pupils can participate in the school's curriculum;	Schedule 10 3. (2)(a)	Use ground floor classroom for lessons & relocate the lessons to same room	SENCO, Deputy Head, teachers & pupils Grammar	Nil	participation in the school's curriculum	2015-18
Increasing the extent to which disabled pupils can participate in the school's curriculum;	Schedule 10 3. (2)(a)	Employ learning & support assistance (MSM)	SENCO & Deputy Head	£280 pw	participation in the school's curriculum	2015-18

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Deputy Head teacher and Facilities Manager.

The Deputy Head will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the plan has been implemented, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. Evaluation and self assessment is used to inform future planning.