

Merchant Taylors' School



ACCESSIBILITY PLAN 2018-2021

Policy Custodian: *Bursar*

Approving Governors Committee: *Full Governing Body*

Approved: *March 2018*

Next Review: *March 2019*

Target	Action	Lead	Outcome	Target Date
3 (2) (a) Increasing the extent to which disabled pupils can participate in the school's curriculum.				
Ensure that all pupils have equal access and benefit equally from the curriculum.	<p>To monitor any disabled pupils' achievements in external examinations, internal 'Trials' and grading sessions.</p> <p>Use of standardised tests where appropriate to identify pupils' position in the cohort (e.g. MIDYIS).</p> <p>To ensure that all teaching staff of any disabled students are informed of individual pupil's needs.</p> <p>Support processes introduced for pupils with hearing impairment following withdrawal of local authority services.</p>	<p>Head of Learning Support, Heads of Departments, Heads of Year, Learning Assistants and individual teachers.</p> <p>Examination Officer</p>	<p>LDD (learning difficulties and/or disablement) and SEND pupils achieve their full potential. LDD pupils are monitored and are not disadvantaged in any way.</p> <p>Necessary adjustments made for each pupil Access to the school gradually improved for disabled people.</p> <p>Ongoing analysis of data suggests no distinction in performance between LDD pupils and other pupils.</p>	Monitor progress in February 2019

	<p>Ensure that the Learning Support Department is staffed and accommodated appropriately.</p> <p>Wherever appropriate, curriculum and timetable modification is considered.</p> <p>Room modification has and will be used in future to ensure ease of access.</p> <p>Extra resources such as duplicate text books and coloured overlays to be made available where necessary.</p> <p>One to one and small group tuition is available where necessary.</p> <p>Academic Departments encouraged to develop a consistent approach to differentiation to support disabled pupils</p> <p>Correct Access Arrangements for external examinations are put into place.</p> <p>Interview with Careers Co-ordinator to ensure good choice of subjects as boys move through the school.</p>			
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	Access to School Counsellor through pastoral or self-referral.			
	Pastoral leaders to increase awareness of particular aspects of pastoral care, such as bereavement, mental health, etc.	As above	As above	Monitor progress in February 2019
	<p>Pupil tracking will be used for all years to provide further understanding of teaching styles and pupil learning in the school.</p> <p>Each pupil's performance is benchmarked against our expectation (derived from analysis of baseline data) of his attainment.</p> <p>A statistical analysis of pupil, departmental and whole school performance is prepared each year once remarks have come in. Within this, there is always a focus upon performance of SEND pupils.</p> <p>Every department will maintain detailed, cumulative records regarding pupil achievement. The school will support them by, wherever possible, determining prior performance in feeder schools. Information will be analysed to inform teaching and learning strategies.</p>	As above	As above	Monitor progress in February 2019

	<p>Maintain accurate SEND information on ISAMS to ensure that staff are accessing the most up to date information in order to better inform teaching and support of pupils. Ensure that staff are trained to access this information when required.</p> <p>Develop a whole school system for recording class based support so it can be monitored from both a whole pupil and department perspective, thus ensuring effective, individualised support and facilitating the sharing of best practice.</p> <p>Obtain access to and encourage the use of accessible resources for students with print disabilities</p> <p>Head of Learning Support to work alongside the Director of Studies to further develop tracking in order to monitor progress of SEND pupils</p>	<p>Head of Learning Support</p>	<p>All relevant SEND documents concerning individual pupils will be accessed by staff using the school database.</p> <p>An internal learning support report system will be in place.</p> <p>Resources for students with print disabilities will be available</p> <p>Improved and more effective SEND tracking will be in place.</p>	<p>Monitor progress in February 2019</p>
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Target	Action	Lead	Outcome	Target Date
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.				
Improve disabled access to the Design Centre.	Install automatic door opening sensor to the main entrance.	Buildings Manager	Immediate access to disabled pupils on approach to the building.	Completed September 2016
Provide disabled access to History Block.	Install disabled lift into the History Block.	Buildings Manager	Broader access to new History facilities.	Completed September 2016
Increase the range of disabled facilities.	Install disabled WC facility in the History Block.	Buildings Manager	Improved provision for disabled pupils.	Completed September 2016
Improve disabled access to the Print Room.	Install level access and ramp facilities to the Print Room facility.	Buildings Manager	Improved access to disabled pupils.	Completed September 2016
Improve Dining facilities for disabled pupils.	Redecorate Dining Hall and furniture in lighter colour.	Buildings Manager	Improved environment for disabled pupils.	Completed September 2016
Great Hall AV facilities.	Upgrade AV equipment to improve visual and audio presentation facilities. Install hearing loop.	DHIS	Improved environment for disabled pupils.	Completed December 2016
Corridor refurbishment.	Removal of potential trip hazards through resurfacing worn areas.	Buildings Manager	Improved mobility.	Partial completion September 2017. Further work programmed for Summer 2018.
Fire alarm improvement.	Install visible flashing light alarms to alert pupils, staff and visitors with hearing difficulties.	Buildings Manager	Improved safety for pupils, staff and visitors with hearing difficulties.	Completed September 2017
Learning Support Office.	Provide level floor access from corridor.	Buildings Manager	Improved accessibility for pupils, staff and visitors.	Completed September 2017
Improve access to WC in MFL	Refurbish WC to improve access.	Buildings Manager	Improved accessibility for pupils, staff and visitors.	Completed September 2017

Physics Lab 13	Install height adjustable desks where required. Install gas and water in PH13 to allow Chemistry lessons for pupils with reduced mobility.	Buildings Manager	Improved accessibility for pupils.	Completed September 2018
Improved access from Design Centre to OMT Car Park.	Construct wheelchair accessible pathway.	Buildings Manager	Improved mobility and safety.	September 2018
Improve exam provision.	Provision of individualised exam spaces where required.	Buildings Manager	Improved accessibility for exams.	September 2018
Walkway maintenance.	Refurbish pedestrian walkways in Inner Quad and Flagstaff path.	Buildings Manager	Improved accessibility for pupils, staff and visitors.	September 2018-September 2019
Improve access to Geography.	Include disabled access during planning for Geography Building.	Buildings Manager	Improved environment for disabled pupils.	January 2019
Improve access to Surgery.	Build a Health Centre within the main School perimeter.	Bursar	Improved accessibility for pupils and staff.	January 2019
Improve disabled hygiene / WC facilities for pupils.	Build a modern Hygiene facility alongside the new Health Centre.	Bursar	Improved hygiene provision for pupils with disabilities.	January 2019
Wheelchair desk access.	Install height adjustable desks where required.	Buildings Manager	Improved accessibility for pupils.	September 2019
Improve access to Biology.	Develop plans to move biology to ground floor and allow wheel chair access to all laboratories.	Buildings Manager	Improved accessibility for pupils.	September 2019
Improved access to sports facilities.	Include disabled access during planning for Indoor Sports Development project.	Director of Sport	Improved disabled access to sports facilities.	September 2021

Target	Action	Lead	Outcome	Target Date
3 (2) (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.				
To ensure that parents and guardians are fully informed.	Review information sent to parents and guardians to ensure it is accessible. Ensure that parents are able to receive information in accessible formats	Head Master	All parents receive information in a format appropriate to their needs e.g. tape, large print. Staff produce routine information for pupils in appropriate format	Monitor progress in February 2018
To improve communication with disabled pupils and users.	Review the website to ensure that it is clear, simple and easy to use. Publish information in an appropriate format as required	Deputy Head IS	Delivery of information is improved.	Monitor progress in February 2018

Target	Action	Lead	Outcome	Target Date
3 (2) (d) Arrangements for pupils with disabilities sitting examinations				
Ensure that all pupils with disabilities who are sitting public examinations are adequately provided for.	For pupils who have disabilities which require them to sit in a separate room, we ensure that a room is provided with separate invigilation and that the pupil, if appropriate, is entitled to supervised rest breaks in addition to any other access arrangements that the SENCO may have already approved. For pupils with impaired vision, we provide enlarged examination	Examinations Officer SDHA	LDD (learning difficulties and/or disablement) and SEND pupils achieve their full potential	Monitor Progress in June 2019

	<p>papers and seated near the front of the exam room.</p> <p>For pupil with hearing impairment, we provide a live speaker or allow them to take their listening exam in a separate room and use headphones and a CD player (depending on their individual needs and preference). In addition to this, they are seated near the front of the main exam room to ensure they can hear the instructions and time announcements clearly.</p> <p>For pupils with asthma, in addition to the pupils own inhaler, the medical centre holds spare inhalers,</p> <p>For pupils with diabetes, the lead invigilator holds the pupil's glucose meter, insulin and any snacks provided by the pupil before the session begins. The pupil is given supervised rest breaks to test their blood sugar and consume the snacks or take insulin as required.</p> <p>Pupils with severe hypermobility are entitled to supervised rest breaks and a word processor when appropriate.</p>			
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	<p>Pupils with conditions that require them to leave the exam room quickly, such as ulcerative colitis, are seated close to the exit and entitled to supervised rest breaks.</p> <p>Pupils with long-term or short-term pain, such as back or shoulder injuries, are entitled to supervised rest breaks and the use of a word processor when appropriate.</p> <p>Students with learning difficulties are regularly monitored by the SENCO who decides on the appropriate access arrangements for their examinations.</p> <p>Students with medical difficulties are monitored by the school nurse and the Examinations team and together appropriate access arrangements are put into place for their examinations.</p>			
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