



Accessibility Policy Plan 2019-2022

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Accessibility Policy Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010, a person has a disability if:

1. a) A person has a physical or mental impairment, and
2. b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day- to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At More House School, the plan will be monitored by the Head and reviewed by the Governing Board. The current plan will be appended to this document.

Our mission at More House, is to provide an environment for pupils to not only gain the qualifications they need to pursue the courses and careers of their choice, but also the confidence and self assurance to meet the challenges that lie ahead in an ever changing world. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The More House School Accessibility Plan has been developed and drawn up based upon information supplied upon registration, and with consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Aims of the school

- Cultivate inspiring and successful young women by fostering Commitment, Integrity and Compassion.
- Promote an ethos of spiritual development, humility and self-awareness, founded on the Catholic Faith but relevant to those who adhere to other faiths and beliefs.
- Engender a culture of intellectual curiosity both inside and outside of the classroom and pride in individual and collective achievement.
- Provide for the social and emotional wellbeing and development of pupils and staff through tolerance, justice and openness in an environment where all are equally valued and where individual rights and dignity are respected.
- Embrace the philosophy of Global Citizenship by developing an awareness and understanding of whole world sensitivities and the importance of living sustainably.

The More House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- a) Increase access to the curriculum for all pupils, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities, or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- b) Improve and maintain access to the physical environment of the school, adding specialist facilities if necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events, and the information should be made available in various preferred formats within a reasonable timeframe;
- d) Relate to the key aspects of physical environment, curriculum and written information;
- e) Implement whole school training that will recognise the need to continue raising awareness for staff and governors on equality

issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a) Policy on Behaviour and Discipline
- b) Curriculum Policy
- d) Equal Opportunities Policy
- e) Health and Safety Handbook
- f) School Prospectus
- g) School Development Plan
- h) SEN/D Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward to subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Aims and Objectives

Our aims are to:

- a) Increase access to the curriculum for all pupils;
- b) Improve and maintain access to the physical environment;
- c) Improve the delivery of written information to pupils.

Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability in accord with our SEND and Administration of Medicines Policy.

Physical Environment

All pupils participate in co-curricular activities. Some aspects of co-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; due to the nature of the building ie no lift, there are many areas of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils, for example bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people; in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication can be made available to enable all disabled pupils/parents to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for all pupils, parents and staff.

Access Audit

The school is a five storey building with small corridors and several access points from outside on the lower ground and ground floor. Once in the building all classrooms apart from the Library and Chapel are accessible via stairs and is therefore not accessible for a wheelchair. We do not have a lift.

We have no on-site parking. The entrance to the school is accessed via stairs. There are no disabled toilet facilities available at present.

The school has internal emergency signage and escape routes are clearly marked.

Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Director of Finance and Resources and caretaker to continually monitor levels of accessibility.

Action Plan

Aim 1: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with feeder schools to review potential intake into Year 7 and other years.	<ul style="list-style-type: none"> To identify pupils who may need additional to or different from provision when joining us and beyond. 	Ongoing All pupils are interviewed prior to admission, in addition to a standardised application being completed. This process includes an assessment of any SEN/D. SENCO attends interviews as required. SENCO also	Head, SENCO Deputy Head (Academic) Director of Pastoral Care Senior Teachers	Procedures/ equipment/ideas set in place by the time of admission.

		<p>makes follow up contact. For more complex profiles meetings are arranged with previous school by the SENCO. The SENCO may suggest or recommend specific assessments or therapies prior to joining More House.</p>		
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure.</p>	<ul style="list-style-type: none"> To comply with the Equality Act 2010. 	<p>Ongoing Policies are written with explicit and careful consideration of the requirements of the equality act to ensure these met.</p>	<p>Head</p>	<p>All policies clearly reflect inclusive practice and procedure.</p>

<p>To establish close liaison with parents.</p>	<ul style="list-style-type: none"> • To ensure collaboration between all key personnel. 	<p>Ongoing In addition to formal communication (e.g. parent evenings) throughout the year less formal but frequent communication takes place via e-mail / google meets / phone calls and face-to-face meetings, as needed. This latter informal contact is crucial and tailored to the needs of the pupil and their parents' wishes. In some cases daily contact with parents may be needed, at least for a certain period of time, in order to ensure needs are understood and met. Parents will also vary in their communication preference e.g. some may prefer a regular e-mail, some may wish for a weekly catch-up on google / phone, or even outside the front door during drop-off / pick-up.</p>	<p>All staff</p>	<p>Clear collaborative working approach.</p>
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<p>To ensure full access to the curriculum for all children.</p>	<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • Assessment for learning to assist in developing learning opportunities for children and also in assessing progress in different subjects. • Access to the Learning Support Department • Multimedia activities to 	<p>Ongoing</p> <p>Teachers are provided with access to structured CPD throughout the year. This includes differentiation & assessment e.g. the TES Develop courses:</p> <ul style="list-style-type: none"> - Adaptive Teaching (Differentiation); - Assessment for Learning. <p>and SENECA CPD courses are also made available to staff covering evidence-based approaches e.g. Cognitive science for teachers Dual coding for teachers Metacognitions for teachers</p> <p>Teachers are also provided with training in ICT & resource creation e.g. SENECA, Pear Deck & Google classroom.</p> <p>The learning support department assists & advises with teaching approaches, resource adaptation & regularly observe pupils & teachers in lessons. There is daily contact between the learning support department and teaching staff enabling prompt follow-up of concerns and contact with parents as needed.</p>	<p>Head</p> <p>Deputy Head (Academic)</p> <p>Director of Pastoral Care</p> <p>Senior Teachers</p> <p>SENCO</p>	<p>Advice taken and strategies evident in classroom practice.</p>
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	<p>support some areas of the curriculum.</p> <ul style="list-style-type: none"> • Use of interactive ICT equipment. • Use of VLE-Firefly • Specific equipment sourced from occupational therapy and other agencies 			
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Medium/Long Term

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review attainment of all SEND pupils.	<ul style="list-style-type: none"> • SENCO/Heads of Department meetings/Deputy Head (Academic) • Regular liaison with parents. 	<p>Termly</p> <p>Progress is reviewed after every AP and parents are made aware of results.</p> <p>Adjustments may then be made e.g. re-teaching of a particular concept; explicit instruction in how to revise;</p>	<p>Deputy Head (Academic)</p> <p>Heads of Department SENCO</p>	<p>Planning and assessment to establish progress made.</p>

		<p>further guidance in how to interpret exam questions. In more severe cases of need a pupils may be advised to drop a subject (usually MFL) in order to access support (e.g homework completion; guided reading; numeracy).</p>		
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<p>To monitor attainment of G&T pupils.</p>	<ul style="list-style-type: none"> ● Regular review of G&T list. ● G&T booster groups/activities. 	<p>Ongoing Annually</p>	<p>Steward of the Household Subject teachers</p>	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results.</p>
<p>To promote the involvement of disabled students in classroom discussions/ activities.</p> <p>To take account of a variety of learning styles when teaching.</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):</p> <ul style="list-style-type: none"> ● Giving alternatives to enable disabled pupils to participate successfully in lessons. ● Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled 	<p>Ongoing</p> <p>Considerable effort is put into this with a tailor made approach for each pupil.</p> <p>e.g. for a pupil with a serious Visual impairment (VI) there is a high level of contact between her mother and Specialist VI Teacher in order to ensure any classroom adjustments are implemented promptly and their effectiveness assured.</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of disabled pupils, parents and staff are represented within the school.</p>

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	people.			
To evaluate and review the above short and medium term targets annually.	<ul style="list-style-type: none"> See above. 	Annually	SLT Governors	All pupils making good progress.
To deliver findings to the Governing Body.	<ul style="list-style-type: none"> Termly report to Governors. 	Termly	SENCO Head Governors	Governors fully informed about SEND provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment of school.	<ul style="list-style-type: none"> The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments 	Ongoing	SLT Director of Finance and Resources	Improvements to the physical environment.

	of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.			
Ensure visually stimulating environment for all children.	<ul style="list-style-type: none"> • Colourful, lively displays in classrooms. 	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of EHC process. • Include questions in the confidential parental questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed.	Teaching and non-teaching staff	Disabled pupils are not discriminated against.
To ensure that the medical needs of all pupils are met fully within the capabilities of the school.	<ul style="list-style-type: none"> • To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. 	With immediate effect, to be constantly reviewed.	Head Senior Teachers	Disabled pupils are not discriminated against.
Ensuring disabled parents have every	<ul style="list-style-type: none"> • Offer a telephone call to explain letters home to some parents who 	With immediate	Whole school team	Disabled parents are not discriminated

opportunity to be involved.	<p>need this.</p> <ul style="list-style-type: none"> • Adopt a more proactive approach to identifying the access requirements of disabled parents. 	effect, to be constantly reviewed.		against and are encouraged to take interest and be involved in their child's education.
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Medium Term/Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links.	<ul style="list-style-type: none"> • School to continue to have strong links with other local schools and the wider community. 	Ongoing	SLT All Staff Careers Coordinator	Improved awareness of the needs of the wider community. Improved community cohesion.
To ensure roads, paths around school are as safe as possible.	<ul style="list-style-type: none"> • Communication with parents via safety messages/letters. 	Ongoing	Senior Teachers	No accidents.

Aim 3: To improve the delivery of information to and about disabled pupils and parents.

Short Term/Medium Term/Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parents with any form of disability.	<ul style="list-style-type: none"> Regular communication with parents. Interpreter provided for parents' evening/annual reviews. 	Ongoing	Heads of department SLT	Two way communication in place.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that it is accessible to all is a valuable exercise. 	Ongoing Staff are provided with the British Dyslexia Association (DBA) Style Guide - the principles of this are beneficial to all. Staff were also provided with CPD in this last term in small groups.	SENCO Outside Agencies Librarian	Improved written access.

<p>To review children's records ensuring school's awareness of any disabilities.</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records passed up to SLT End of year form teacher meetings. Annual reviews. Medical forms updated annually for all children. Personal health plans. Significant health problems - children's photos displayed on staffroom noticeboard/info kept in separate file in the staffroom. 	<p>Annually</p> <p>SEND details of new pupils are added to iSMAS by the SENCO prior to the start of the academic year. These SEND are outlined to staff at briefings. The SENCO will usually have met these pupils & their parents in the preceding academic year to discuss their needs.</p>	<p>Outside agencies</p> <p>SLT</p> <p>Registrar</p>	<p>Each teacher/staff member aware of disabilities of children in their classes.</p>
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<p>In school record system to be reviewed and improved where necessary. Records on iSams.</p>	<ul style="list-style-type: none"> Record keeping system to be reviewed. 	<p>Continual review and improvement</p> <p>SEND register is maintained on iSAMS with concise details of needs. Though this contains exam access arrangements (EAA) too, it's quite 'clunky' to use so a more user-friendly EAA list is</p>	<p>SLT</p> <p>SENCO</p>	<p>Effective communication of information about disabilities throughout school.</p>
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		maintained on google and shared with staff. Staff are sent reminders about EAA close to APs & exams.		
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Aim 4: To improve access to the physical environment.

Short Term/Medium Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Up-to-date evacuation procedures.	<ul style="list-style-type: none"> Review of procedures to include any individual specific requirements 	Ongoing process taking into consideration changing personal circumstances on a case by case basis	Health and Safety Committee	Considerate review of the changing needs of students, staff and visitors at More House and what they do during emergency situations.
Identify rooms with inadequate provision for limited mobility individuals.	<ul style="list-style-type: none"> Site survey to identify those communal spaces and rooms that currently do not provide appropriate access for individuals suffering from limited mobility. 	Ongoing	Director of Finance and Resources Health & Safety Committee	Identify and address areas of limited access to those with limited mobility in order to facilitate future development plans.
Acquire appropriate furniture.	<ul style="list-style-type: none"> Long term furniture strategy required to identify and rationalise the procurement process thus ensuring accessibility is a key consideration. As guided by recommendations for the specific needs of the specific child. 	Ongoing process taking into consideration changing personal circumstances on a case by case basis	Director of Finance and Resources Health & Safety Committee Heads Department	Ensure furniture procurement is considerate of access for all. Identified needs are met.

<p>Adapt toilet facilities for disabled persons.</p>	<ul style="list-style-type: none"> • Current ground floor visitor toilet not appropriate for conversion to full disabled access facility. 	<p>Sept.19</p>	<p>Director of Finance and Resources Health & Safety Committee</p>	<p>Provision, through reasonable adjustments, of the appropriate disabled toilet facilities.</p>
<p>To audit the physical fabric of the building to see if there are any modifications possible to improve access</p>	<ul style="list-style-type: none"> • The present level of physical access is severely limited by the nature and age of the building 	<p>Ongoing</p>	<p>Director of Finance and Resources Health & Safety Committee</p>	<p>Completed ~ none possible or permitted due to the Lease on the building</p>