



**MERCHANT
TAYLORS'
SCHOOLS**

For Boys and Girls
aged 4 to 18 years

Three Year Accessibility Plan

Title: Three Year Accessibility Plan

Last Amended: November 2016

Review: February 2017

ETHOS AND AIMS OF MERCHANT TAYLORS' GIRLS' SCHOOL (including Merchant Taylors' Primary School)

In accordance with Schedule 10 of the Equality Act 2010 the Merchant Taylors' Schools have put in place a three year accessibility plan.

Merchant Taylors Girls' School (including Merchant Taylors' Primary School) aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. 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 have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. Whilst we strive to be a fully inclusive and welcoming school our core aim is to provide academic and extra-curricular excellence, combined with a passionate concern for each individual.

The atmosphere in the school is relaxed, friendly and positive; we expect the highest standards in terms of behaviour and personal relationships and, by the time they leave us, we hope that our pupils will have acquired a quiet self-confidence and a well-balanced approach to life, which will stand them in good stead for the future.

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.

There has been a major investment in the facilities over the last five years and these are 2017/2018. We now enjoy sports facilities which are compliant with the Equality Act, however there are still a number of historical buildings which are not totally accessible. Nevertheless the Schools believe that adjustments can be made where needed, through classroom and timetable changes to provide access to pupils with Sen/disabilities. Applications for places at the school will be treated fairly and we do not discriminate against any prospective pupil. All applicants in accordance with the Schools' Admissions Policy must pass the academic entry criteria.

Where necessary we provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. Recently we have renovated a number of classrooms to improve IT equipment which will allow a better experience for visual impaired pupils (and we have undertaken some practical auditory reviews).

Our staff review their teaching strategies to ensure that any potential barriers to learning and participation by SEN or disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of SEN/disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of SEN/disability are portrayed in teaching materials.

School documents and information (including School Policies) can be provided in larger fonts and other accessible formats on request.

CONTEXT

As at September 2015 Merchant Taylors' Girls' School has no statemented pupils. There are 22 pupils in MTPS and 29 in MTGS with English as Additional Language (EAL). Pupils with individual education plans are monitored to assess progress relating to their Individual Education Plan (IEP) targets agreed by their learning support tutor.

The Schools operate a referral system to identify those pupils who require additional support. Referrals can be made by teachers, parents or the individual pupils themselves. The Schools frequently liaise with educational psychologists and other medical professionals who make up the support structure for pupils. The need for support is judged on an individual basis and can vary from a few sessions to boost attainment and attitude, to a long term plan put together by the SEN co-ordinators, parents and teachers.

We have 85 pupils in MTGS and 45 in MTPS with special educational needs or disability; these include hearing impairment, Dyslexia, Asperger's Syndrome, Attention Deficit Hyperactivity Disorder, Dyspraxia and visual motor integration issues (see learning support list). All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips). Reasonable adjustments are made where necessary.

Pupils who need support are assessed by the relevant SEN co-ordinator who works with other staff. The department has a variety of interventions from short sessions to more intensive weekly sessions as well as support within lesson time. All support lessons have been provided as a non-chargeable extra in recent years. Information about pupils with SEN/disabilities is disseminated and training and advice is given to teaching staff on a regular basis through INSET. All pupils on the SEN/disabilities list have an Individual Education Plan (IEP). These support teachers and suggest suitable strategies where students are struggling working.

There is increased awareness of examination access arrangements and the School has responded to pupils' needs with increasing flexibility. In addition, where there is a recognised need, pupils use laptops in public examinations or are provided with a reader or scribe. The SEN co-ordinator works closely with the Academic Officer on JCQ access arrangements.

We adopt 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 Schools' Equal Opportunities Policy for staff in the day-to-day management of the school. All members of staff with disabilities will be provided with the necessary support for their roles. We regularly review our staff needs to ensure these are being met.

We conducted a 'Disability Access audit' in 2009 to review our provision for pupils with special educational needs and/or disabilities. The Estates and Facilities Manager will implement improvements during building re-development / improvement works and as part of an 2017/2018 property strategy. Some improvements have been implemented and work will continue to make headway into the items on the attached Appendix. As part of the audit the following is considered:

1. The school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. Recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. The schools' disability inclusion, SEN and learning support policy
4. The school's accessibility plan
5. Plans and policies as necessary and at least on an annual basis

ACTION PLAN 2015-18

The following has been considered by the school and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities

- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
190 (a)	Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
190 (b)	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled:
190 (c)	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 services offered by the school.

Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.

Action required	Lead	Resources	Time frame
Transition from the Junior to Senior school - systems are in place for any pupils, including an orientation day if required, and briefing between staff at both schools and parents.	Admissions Officer		2017/2018
Increasing the availability of technology for use by pupils with literacy or processing difficulties such as scanning pens and the provision for pupils to Bring their own ICT device into School (BYOD)	SENCO / IT dept		2016/2017
Update separate Disabilities and Allergies Lists annually including Individual Health Plans – annual task by School Nurse.	Nurse		2016/2017
To improve the provision and review of appropriate healthcare plans and IEPs.	Nurse / SENCO		2017/2018
Regular review of individual pupil needs and raise staff awareness of individual access needs and how they impact on the curriculum.	SENCO	INSET	2017/2018
Request information on disabilities from the new intake: (annual task Admissions).	Admissions Officer / SENCO		2017/2018
Where necessary, pre-Admission meetings with parents of children who need learning support or are disabled (Admissions Officer to inform Estates and Facilities Manager).	Admissions Officer / Estate and Facilities Manager		2017/2018
Raise staff awareness of disabilities and special educational needs and how staff should differentiate appropriately for existing and new pupils.	Nurse / SENCO	INSET	2017/2018
Review of Year 10 curriculum as pupils start their GCSE courses.	DH, AHT(KS4)	Staffing issues	2016/2017
Classes can be relocated to allow ground floor access.	Timetabler,	Room alt sbjts	As required & poss
Review relevant policies to include reference to disability.	Various		2017/2018
H.E. advice for students re Disability allowance (Careers: Student Finance briefing).	Careers Officer		2017/2018
More accessibility of ICT within the classroom.	IT Dept	Cost of equip	2017/2018

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.

Action required	Lead	Resources	Time frame
Improve resources for pupils with literacy difficulties, such as creating a bank of subject based podcasts. Use of VLE – Firefly to support pupils.	DH, ICT champions	Time	2016/2017
Examination papers will be enlarged or produced on coloured paper as appropriate.	Academic Officer	Photocopy of scripts	Annually
Provide reading material as appropriate for those with visual impairment.	Teaching staff	Photocopies of materials	2016/2017
Support for pupils with learning difficulties, to ensure that they can participate fully in lessons.	SENCO	Learning Support staff	2016/2017
Investigate the use of assisted writing and reading software / apps to better support those with dyslexia whilst screen adjustment software may be possible for use by visually impaired pupils or colleagues.	ICT champions	Cost of software and time	2016/2017

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 services offered by the school.

Action required	Lead	Resources	Time frame
Accessibility included on agenda on Executive and Governors Building and Development Committee Meetings.	Estate and Facilities Manager	Property strategy	Bi-annually from 2016 onwards
Review Grade A items from Access Audit and plan implementation (see attached appendix 1).	Estate and Facilities Manager	Budget annually	2017/2018
Request information on disabilities from the new intake: (annual task Admissions).	Admissions Officer		Annually
Ramps to all main buildings where practical, as necessary.	Estate and Facilities Manager	Budget and property strategy	As required
More substantial building adaptations, as necessary.	Estate and Facilities Manager	Budget and property strategy	As required
Classroom refits to take into account needs of pupils with SEN, eg refit of audio-visual equipment in classrooms.	Estate and Facilities Manager and IT dept	Budget and property strategy	2017/2018
Major building projects to have consideration of accessibility as part of their design.	Estate and Facilities Manager	Budget and property strategy	2017/2018
Monitoring.	Estate and Facilities Manager	H&S audits	2017/2018

ASSOCIATED POLICIES

This policy runs in conjunction with the following policies:

- SEND Policy including EAL
- Equal Opportunity Policy
- Examination and Controlled Assessment Policy

Access Rating 'A' – total 48No. items

Main Building – 16No. items

- 4No. - alterations to Vitreum ramp
- 3No. - provide seating with armrests
- 3No. - alterations to Vitreum wc
- 1No. - provide disabled parking bays (6%)
- 1No. - tarmac repairs to rear of Vitreum
- 2No. - signage
- 1No. - door threshold alteration, staff wc
- 1No. - handrail to Art 1 corridor

Science Block – 3No. items

- 2No. - provide seating with armrests
- 1No. - replace entrance door handles

Centenary Building – 9No. items

- 2No. - provide seating with armrests
- 2No. - replace entrance door handles
- 1No. - signage
- 4No. - refurbishment of accessible wc

Davies Wing – 11No. items

- 3No. - provide seating with armrests
- 8No. - refurbishment of accessible wc

Derby Wing – 3No. items

- 2No. - provide seating with armrests
- 1No. - replace 1No set of corridor doors

Gym & 6th Form – 3No. items

- 1No. - provide seating with armrests
- 1No. - repairs to external footpath
- 1No. - replace outer access doors

Thompson Building – 2No. items

- 2No. - provide seating with armrests

Drama Studio – 1No. item

- 1No. - repairs to external footpath

Access Rating 'A' – total 42No. items**Main Building – 8No. items**

2No. - provide seating with armrests	Budget for 2016 / 2017
1No. - provide disabled parking bays (6%)	Installed as part of redevelopment works
2No. - repairs to footpaths	Superseded by redevelopment works
1No. - fit handrails to front entrance	Superseded by redevelopment works
1No. - fit intercom to base of entrance steps	Intercom installed as part of redevelopment
1No. - provide better approach signage	Undertaken as part of redevelopment work

Extension Block – 8No. items

2No. - provide seating with armrests	Budget for 2016 / 2017
2No. - replace exit doors to give 800mm	Superseded by redevelopment works
1No. - repairs to footpaths	Superseded by redevelopment works
1No. - grade out side entrance	Superseded by redevelopment works
1No. - provide step contrast	Superseded by redevelopment works
1No. - fit handrail to exit doors	Superseded by redevelopment works

Hall & Kitchen – 3No. items

1No. - provide seating with armrests	No longer required
1No. - repairs to external footpaths	Superseded by redevelopment works
1No. - ease closer tension on entrance doors	Superseded by redevelopment works

Lower Two – 3No. items

1No. - provide seating with armrests	No longer required
1No. - repairs to external footpaths	Superseded by redevelopment works
1No. - form ramp to doorway	Superseded by redevelopment works

Reception – 11No. items

1No. - provide seating with armrests	Budget for 2016 / 2017
2No. - replace access doors to give 800mm	Superseded by redevelopment works
1No. - repairs to external footpaths	Superseded by redevelopment works
1No. - form ramp to corridor access	Superseded by redevelopment works
4No. - fit handrails to exits	Superseded by redevelopment works
2No. - repairs to toilet handles	Superseded by redevelopment works

Junior Block – 9No. items

3No. - provide seating with armrests	If still required budget for 2016 / 2017
6No. - improvements to toilets	Budget for 2016 / 2017

The majority of works have been superseded by the redevelopment of the Primary School site. There are several minor requirements to complete which will be budgeted for during 2016 / 2017.