

Three Year Accessibility Plan

Revision and Terminology:

Policy owner:	Andrew Beattie (Site Manager) & James O'Brien (Assistant Head Operations)
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Regulatory Body:	ISI/HSE
Relevant Legislation / Guidance:	ISSR September 2022 Health and Safety at Work Act 1974 Equality Act 2010
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Merchant Taylors' Schools, Liverpool:

In accordance with Schedule 10 of the Equality Act 2010 Merchant Taylors' Schools have in place a three year accessibility plan, currently 2021-2024. The Equality Act 2010 defines disability: as 'a physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities.'

Merchant Taylors' Boys' School offers the highest quality of teaching and learning and support to 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 pupil can access the school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities bring to school life.

We have an admissions policy which seeks to reduce and 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 co-curricular excellence, combined with a passionate concern for each individual.

The atmosphere in our schools 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 how 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 ongoing. 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 school believes 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 school's 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. There is an ongoing renovation programme of classrooms to improve IT equipment which will allow a better experience for both visual and auditory impaired pupils.

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 training designed to raise their awareness of SEN and 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 and disability are portrayed in teaching materials and in the wider school community. Mobile hearing loops can be used to assist staff and pupils with hearing difficulties and School documents and information (including School Policies) can be provided in larger fonts and other accessible formats on request.



The following have been considered by the school and are 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 addresses ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard 387
Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled



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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.

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

Action required	Lead	Resources	Timescale	Review	Completion Date
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/ DH(Ac)		Annually		Sept each year for new intake
Increasing the availability of technology for use by pupils with literacy or processing difficulties, such as bring their own ICT device into school (BYOD) and roll out 1:1 devices.	Head of e-Learning/ IT dept		2 years	Sept 2022 for partial roll out	Sept 2023 for full roll out
Update separate Disabilities and Allergies Lists annually including Individual Health Plans – annual task by School Nurse.	Nurse/ Health Assistants		Ongoing		Sept each year for new intake/ as necessary
To improve the provision and review of appropriate healthcare plans and IEPs.	Nurse/ SENCO		Annually	ILPs updated Autumn 2022	Sept each year for new intake/ as necessary
Regular review of individual pupil needs and raise staff awareness of individual access needs and how they impact on the curriculum.	SENCO, Exams Officer	INSET	Termly updates as required	Review termly	Updates as required
Request information on disabilities from the new intake: (annual task Admissions).	Admissions Officer/		Annually	Review Aug 2023	Sept each year for new intake/ as necessary



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	SENCO				
Where necessary, pre-Admission meetings with parents of children who need learning support or are disabled (Admissions Officer to inform Head of Estates and Facilities Management).	Admissions Officer/ Head of Estates and Facilities Management		As required	Review Jul 2023	Ongoing
Raise staff awareness of disabilities and special educational needs and how staff should differentiate appropriately for existing and new pupils.	Nurse/ SENCO	INSET	As required	Termly review	Ongoing fortnightly via SEN bulletin
Classes can be relocated to allow ground floor access.	Timetabler,	Rooming for certain sbjts	As required	As required	As required
Review relevant policies to include reference to disability.	Various		Annually	Review Jul 2023	Annual updates
H.E. advice for students re Disability allowance (Careers: Student Finance briefing).	Careers Officer		As required	Review Jul 2023	As required

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

Action required	Lead	Resources	Timescale	Review	Completion Date
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Improve resources for pupils with literacy difficulties, such as creating a bank of subject based podcasts. Use of VLE – Firefly to support pupils.	Head of eLearning / SENCO/ DH (Ac)	Time, following curriculum review	Ongoing	Review Jul 2023	Ongoing KJA literacy specialist
Examination papers will be enlarged or produced on coloured paper as appropriate.	Exam Officer	Photocopy of scripts and materials	As required	Review Jul 2023	As required for each exam sitting
Provide reading material as appropriate for those with visual impairment.	Teaching staff	Photocopies of materials	As required	Review Jul 2023	Ongoing, as required
Support for pupils with learning difficulties, to ensure that they can participate fully in lessons.	SENCO	Learning Support staff	Ongoing	Review Jul 2023	Ongoing, but as required.

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:

Action required	Lead	Resources	Timescale	Review	Completion Date
Accessibility included on agenda on Executive and Governors Operations Committee Meetings.	Director of Finance and Operations	Estates strategy	Termly meetings – Jan/ May/Sept	Review Dec 2022	Ongoing, but annual reviews



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Prepare an Estates Strategy, which incorporates an updated plan/takes into consideration future DDA requirements across the Estate.	Director of Finance and Operations	External consultants/ financial planning	Ongoing	Ongoing review process	Ongoing
New pavilion/changing facilities at Hall Road playing field, taking into account DDA requirements.	Director of Finance and Operations/ Head of Estates and Facilities Management	External architects & building contractors/ financial planning	1 Year	Ongoing review process	Sept 2023
New Sixth Form Centre at MTBS site, taking into account DDA requirements.	Director of Finance and Operations/ Head of Estates and Facilities Management	External architects & building contractors/ financial planning	2 Years	Ongoing review process	Sept 2024
Request information on disabilities from the new intake.	Admissions Officer	Intake application forms	Start of each new term	Review Jul 2023	Sept each year for new intake/ as necessary



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Classroom refits to take into account needs of pupils with SEN, e.g refit of audio-visual equipment in classrooms.	Head of Estates and Facilities Management / Director of IT	Finance and Estates and IT strategies.	Annually – Dec for financial planning or as required	Review Dec 2022	Ongoing planned refits
Monitoring of Estates SEN needs and requirements.	Head of Estates and Facilities Management	H&S audits/ Financial planning.	Annually – Dec for financial planning/ as required	Review Dec 2022	Ongoing, but annual reviews
DDA audit, review and recommendations	Head of Estates and Facilities Management	External consultants as required.	During project / significant change works.	Review Mar 2023	Ongoing, but annual reviews



Related policies

- SEND Policy
- Pupil Mental Health Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Management of Health & Safety in Schools Policy
- School Health Policy
- Equal Opportunities and Employment policy
- Examination and Controlled Assessment Policy



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APPENDIX 1: Current situation October 2022

a. Merchant Taylors' Boys' School:

As of October 2022 Merchant Taylors' Boys' School has no statemented pupils. There are 10 pupils who receive additional structured support for EAL and are included on the learning support list. There are 119 students on the full Learning Support list, 38 on a radar list and one or two boys using drop in when needed. Pupils with individual learning plans are monitored to assess progress relating to their targets, agreed with their learning support tutor in conjunction with their parents.

The school operates a referral system to identify those pupils who require additional support. Referrals can be made by teachers, parents or the individual pupils themselves. The school frequently liaises 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 curriculum support department, parents and teachers.

We have 68 pupils with an assessed special educational need or disability; these include hearing impairment, Dyslexia, Asperger's Syndrome, Attention Deficit Hyperactivity Disorder, Dyspraxia and visual motor integration issues (see learning support list) with a further 45 requiring general learning support. All our pupils are fully integrated into school life and participate in the whole curriculum including extracurricular activities such as school trips. Reasonable adjustments are made where necessary.

Pupils who require support are assessed by the Head of Learning Support/SENCO, who also works closely with three other support staff. The department has a variety of interventions from short sessions to more intensive weekly sessions as well as support within lessons. Information about pupils with SEND is disseminated and training and advice to teaching staff given – all pupils on the Learning Support list have IEPs. They support teachers and suggest suitable strategies where students are struggling working in their second or third language.

There is increased awareness of exam 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 Head of Learning Support and the Examinations Officer were trained in Oct 2018 on JCQ Access Arrangements, part of a biennial training programme, which also encompasses SENCO training.

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 School's Equal Opportunities Policy for staff in the day-to-day management of the school. We have staff with medical disabilities 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.



The School is currently developing a Master Estates Strategy Plan covering the next 5 – 10 years which will look at in detail, how best to deliver more accessible / diverse Estate for our pupils. We also consider the needs and requirements during major refurbishment programmes.