



# MOUNT

ST MARY'S | BARLBOROUGH HALL

## Accessibility Plan

ISI Regulatory Code – 17b

**Policy written by: C Pauk**

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**This Policy is for Mount St Mary's College Linked**

**Policies:**

**Review date: August 2025**

### Mount St Mary's College

Educating Men and Women for Others since 1842

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## Accessibility Plan (2023-2028)

Cura Personalis, care of the whole person, is at the heart of all we do at Mount St Mary's College. One of the school's 3 Golden rules reads:

We strive for the Magis: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (AMDG).

We are proudly committed to ensuring all students succeed and to reach the 'magis', however, there may be times when some students need additional support in various areas and at various times during their time at Mount St Mary's College. The *Special educational needs and disability code of practice: 0 to 25 years* (2015) underpins the schools SEND policy. The four areas of special educational need highlighted in the SEND code of practice (2015) are:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Mount St Mary's College 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.

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 specific 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 the school buildings 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 the school, an active learning support team oversees the provision of Individual Education Plans/Academic Support Plans which may include some extra classes outside of the mainstream

## **Accessibility Plan (2023-2028)**

timetable either in small groups or as individual tuition or a combination of both. In the school 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, Education and Health Care Plans (EHCPs) 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. The Equality Act 2010 requires the Trust to make reasonable adjustments where a student would be at a substantial disadvantage in undertaking an assessment. Reasonable 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 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 students with Educational Health Care Plans (EHCPs) and many for who English is an Additional Language (EAL). Pupils with individual education plans/Academic Support Plans are monitored to assess progress relating to their IEP/ASP targets.

We have pupils with medical and learning disabilities. These include dyslexia, dyspraxia, ADHD, ASD, visual and hearing 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. Staff with medical disabilities 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 individuals 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.

## Accessibility Plan (2023-2028)

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 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

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
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/ written resources in colour if students have visual	Use in classrooms to access textbooks and resources material used in lessons and write answers	Ongoing

### Accessibility Plan (2023-2028)

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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, Cpens, scribes, employ cover supervisors	Use in exams to access scripts and write answers	Ongoing
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, Cpens, scribes	Use of additional rooms for exams to facilitate access scripts and write answers	Ongoing
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	Ongoing
Improve physical access to facilities within the School	Schedule 10 3.2(b)	Incorporating disabled toilets within existing toilets	Facilities Manager	Materials / decoration	Improved facilities and convenience	2023/24