



MTS ACCESSIBILITY PLAN 2022-2025

Policy Custodian: *Bursar*

Approving Governors Committee: *Full Governing Body*

Approved: *June 2022*

Next Review: *June 2023*

Target	Action	Lead	Outcome	Target Date
3 (2) (a) Increasing the extent to which SEND 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 who are hard of hearing following withdrawal of local authority services.</p> <p>Ensure that the Learning Support Department is staffed and accommodated appropriately.</p>	<p>Head of Learning Support, Heads of Departments, Heads of Year, Learning Assistants and individual teachers.</p> <p>Examination Officer</p>	<p>SEND pupils achieve their full potential. SEND 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 disabled pupils and other pupils.</p>	Monitor progress in February 2023

	<p>Wherever appropriate, curriculum and timetable modification are 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 in class support is available where necessary.</p> <p>Academic Departments encouraged to develop a consistent approach to differentiation to support SEND 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 pupils move through the school.</p> <p>Access to School Counsellor through pastoral or self-referral.</p>			
	<p>Pastoral leaders to increase awareness of particular aspects of pastoral care, such as bereavement, mental health, etc.</p>	<p>As above</p>	<p>As above</p>	<p>Monitor progress in February 2023</p>

	<p>Pupil tracking will be used for all years to provide further understanding of 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 2023
	<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>	Head of Learning Support	All relevant SEND documents concerning individual pupils will be accessed by staff using the school database.	Monitor progress in February 2023

	<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 SEND pupils.</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>An internal learning support report system will be in place.</p> <p>Resources for SEND pupils will be available</p> <p>Improved and more effective SEND tracking will be in place.</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 SEND pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.				
Maintain access to all buildings.	Service and maintain all automatic door opening sensors.	Buildings Manager	Accessibility to all buildings.	Ongoing.
Maintain accessible lifts to all areas.	Maintain lifts in all School buildings.	Buildings Manager	Access to all faculties.	Ongoing.
Increase the range of accessible facilities.	Improve classroom provision for wheelchair access and height adjustable desks.	Buildings Manager	Improved provision for pupils with disabilities.	September 2023
Maintain improved dining facilities for SEND pupils.	Redecorate Dining Hall and furniture in light colour.	Buildings Manager	Improved environment for pupils with disabilities.	September 2024

Great Hall AV facilities.	Maintain AV equipment to improve visual and audio presentation facilities.	DHIS	Improved environment for pupils with disabilities.	September 2024
Maintain Corridors.	Removal of potential trip hazards through resurfacing worn areas.	Buildings Manager	Improved mobility.	September 2024
Maintain accessible WC and hygiene facilities with RADAR locks.	Maintain WC and hygiene facilities to provide access.	Buildings Manager	Improved accessibility for pupils, staff and visitors.	Ongoing
Maintain accessibility between School buildings.	Maintain wheelchair accessible pathways.	Buildings Manager	Improved mobility and safety.	Ongoing
Walkway maintenance.	Refurbish pedestrian walkways in Inner Quad and Flagstaff path.	Buildings Manager	Improved accessibility for pupils, staff and visitors.	September 2023
Improve access to Swimming Pool.	Maintain cushion lift.	Director of Sport	Improved access to swimming for pupils.	Ongoing
Evacuation Points.	Maintain Evac Chairs and Wireless Refuge Point communication systems across all areas.	Buildings Manager	Allows rescue from School Buildings.	Ongoing
Chair Lift Installation.	Maintain chair lift to East and West end of half landing outside the Library.	Buildings Manager	Allows access to Library and Library from either end of South Corridor.	Ongoing
Accessible changing.	Maintain accessible changing area in swimming pool and sports corridor.	Buildings Manager	Improve changing facility for disabled pupils and staff.	Ongoing
Improve access to future indoor sports facilities.	Include accessibility during planning for Indoor Sports Centre and Indoor Cricket Centre development projects.	Buildings Manager	Improved accessibility to sports facilities.	September 2023

Target	Action	Lead	Outcome	Target Date
3 (2) (c) Improving the delivery to SEND pupils of information which is readily accessible to other pupils.				
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. audio, large print. Staff produce routine information for pupils in appropriate format	Monitor progress in February 2023
To improve communication with SEND 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 2023

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 SENDCO may have already approved. For pupils with impaired vision, we provide enlarged examination papers and seated near the front of the exam room.	Examinations Officer DHA	All pupils achieve their full potential.	Monitor progress in November 2023

For pupils who are deaf or hard of hearing, 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.

For pupils with asthma, in addition to the pupil's own inhaler, the medical centre holds spare inhalers,

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.

Pupils with severe hypermobility are entitled to supervised rest breaks and a word processor when appropriate.

Pupils with conditions that require them to leave the exam room quickly, such as ulcerative colitis,

	<p>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>Pupils with learning difficulties are regularly monitored by the Learning Support Department and the SENDCO who decide on the appropriate access arrangements for their examinations.</p> <p>Pupils with medical difficulties are monitored by the School Nurse and the Examinations team and, in consultation with the Head of Learning Support, appropriate access arrangements are put into place for their examinations.</p> <p>Ensure that relevant staff engage in annual update training in exam regulations.</p>		<p>Staff have adequate knowledge to plan, implement and monitor access arrangements.</p>	
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