



# The Mill Hill School Foundation

# Accessibility Plan

# 2022-2025

## **ACCESSIBILITY PLAN for Keble Prep School**

(Period 2023 - 2025)

### **Aims**

The aims of this Accessibility Plan are to ensure that the Mill Hill School Foundation ('the Foundation') continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school.

### **The Accessibility Plan contains relevant actions to:**

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of the education, facilities and services provided
- Improve the availability of accessible information for disabled students

The Foundation is committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information.

We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

### **Legislation and guidance**

- This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a

disabled student faces in comparison with non disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises

The Foundation also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- Full details can be found in the Foundations Equality, Diversity and Inclusion Policies (Staff) (Pupils)

### **Accessibility Constraints for Pupils with Disabilities**

One of the obvious problems that the Foundation schools have in accommodating pupils with a disability, in common with many other schools of their type and age, is their layout and plant. School constraints:

- a. Mill Hill International School. The site consists of a number of buildings located in a 'U' shape around a central open area with tennis courts and sports areas elsewhere on the site. The main building is listed. The classrooms are in the original listed building over two floors and in associated single and two storey buildings throughout the site. There is no lift access.
- b. Grimsdell Mill Hill Pre-Preparatory School. The School is a former house and as such its layout is compact, but classrooms are spread over three floors and there is no lift access.
- c. Belmont Mill Hill Preparatory School. Covers a site of some 40 acres. The classrooms are based about two central quadrangles over two or three stories with no lift access except to two buildings. Some classrooms are set away from this area and the games fields are further down a steep slope. Various classrooms are fixed with regard to the subjects taught in them on the valid educational grounds that facilities are best concentrated. Belmont School is situated in a Conservation Area and some of its buildings are listed. There is a lift in the Roger Chapman building.
- d. Mill Hill School. The site covers a wide sloping site of some 120 acres. The plant consists of many separate buildings of many storeys and most are without lifts. Some buildings are listed, and the whole site is a green belt conservation area. The School also has, again in common with most similar Schools, a system of fixed subject teaching areas, as outlined above and with regard to use of specialist academic equipment and facilities. The Boarding Houses pose a similar problem, both in their distance from central facilities, and also their internal layout.
- e. Keble Prep School. There are five buildings on the school site. The Senior School building is on two floors with only the ground floor accessible. The Harper building houses the Art and Science rooms on the ground floor, with the upper two floors accessible with a lift. The Pre Prep building is over three floors. Only the ground floor is accessible. There is a stand-alone music block which has a teaching room and two practice rooms, all fully accessible. The gymnasium is housed in a separate building. There are no fields on site but the school uses the playing fields at Winchmore Hill Cricket Club.

The most challenging and long-term aspect of our Accessibility Plan concerns access for the physically disabled. At present the Foundation is not able to provide unimpeded access for wheelchair users across all areas of the campus and in all buildings. We do, however, have a number of wheelchair ramps held centrally and deployed to each of the schools on an as required basis. These are capable of being used with motorised wheelchairs that can be positioned at ground level around the Foundation to assist wheelchair users gain access to buildings where there are steps.

**The Equality Act 2010 - Schedule 10.3.(2)(a) - Increasing the extent to which disabled pupils can participate in the school's curriculum**

Targets	Strategies	Outcome		Progress achieved
<p>Inclusion in Curricular and co-curricular programme</p>	<p>Each School to have a common framework for implementation of procedures within their respective School SEND handbooks</p> <p>Make physical adaptations as required, provide appropriate equipment and provide adult support if necessary to ensure the curriculum (including co curricular and sport) is fully accessible to pupils with disabilities.</p> <p>To ensure all school trips and residential visits are accessible for pupils with SEND</p> <p>Ensure the needs of SEND pupils are met in public examinations.</p>	<p>Common application of policy and approach</p> <p>Pupils with disabilities are included and have full access to the curriculum.</p> <p>Assessment of co-curricular activities to have inclusion at its heart</p> <p>School trips and residential visits are accessible for all pupils</p> <p>Educational Visits Coordinators (EVCs) to keep up to date with current regulations and information on specific pupils, to be disseminated by the medical team to trip organisers and leaders.</p> <p>The school follows the SEND guidance issued by JCQ regarding public examinations. <i>This information is updated on annual basis as candidates are entered for their public examinations.</i></p>		<p>Each School has a common framework.</p> <p>Physical adaptations are made on an as required basis.</p> <p>All School trips are accessible</p> <p>EVCs are up to date with all regulations, especially those concerning SEND, and checks relevant organisation's websites regularly for up-to-date guidelines regarding learning outside the classroom.</p>
<p>Training for staff to teach and support pupils</p>	<p>The Foundation will continue to seek advice from experts and promote disability equality via INSET, CPD and assemblies in order to support staff and improve skill levels.</p> <p>Ensure all teaching staff are fully informed with the SEND and EAL requirements of all the pupils they teach.</p>	<p>Better support and communication with pupils with learning difficulties and/or disabilities and or SEND.</p> <p>Teachers and TAs are aware of the needs of individual pupils.</p> <p>Detailed information and support available to staff.</p>		<p>This is an on-going target for learning support staff and the schools are looking at ways in which teachers improve their knowledge of pupil profiles for SEND pupils.</p>

**The Equality Act 2010 - Schedule 10.3.(2)(a) - Increasing the extent to which disabled pupils can participate in the school's curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>		<b>Progress achieved</b>
Full integration of pupils with SEND	Close liaison with parents of pupils joining the school. Information is shared between schools the pupil is moving from or moving to.	Quality of provision and care is continuous throughout the Foundation		Heads of Learning Support within the Foundation to meet.
Evaluation and progress	Regular meetings of the Special Educational Needs Coordinators (SENCOs) of the Schools to share best practice	<p>All parents of prospective pupils will be requested and required to divulge information about their child/children's learning difficulties and/or disabilities and/or medical condition/need and/or SEND, as outlined in Section 5 of the Foundation Disability Policy, on an ongoing basis. The Foundation will use this information to investigate what reasonable adjustments might be made to allow access to those pupils to the School and its services.</p> <p>Training is provided for the Medical and Pastoral Care Teams to support any pupil with a learning difficulty and/or disability and/or medical condition/need and/or SEND and access will be provided to specialist help for that pupil where reasonably practicable.</p>		Staff at Mill Hill, Grimsdell and Belmont regularly meet. Extend the meetings to include SENCO from Keble Prep and other schools in the Foundation.

Targets	Strategies	Outcome		Progress achieved
Behaviour	Promote positive attitudes to disabled people by ensuring that disability is represented in posters, collages, displays and learning. Celebrate and highlight key events such as the Para sport, Deaf Awareness Week and Learning Disability Week.	Any incidents of harassment and bullying of disabled pupils are addressed through the anti-bullying policy and the pastoral care within school. More inclusive Sports Day.		Expectations re behaviour, anti-bullying, and equality and diversity are addressed in Foundation policies, and reinforced daily throughout the Foundation.
Equipment	All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with learning difficulties and/or disabilities, and every reasonable effort made to purchase equipment, learning and other resources that meet the needs of such pupils in a better way than the existing equipment it replaces, or runs alongside specifically for those pupils.	Improved access to the curriculum		On-going as part of the procurement process

**The Equality Act 2010 - Schedule 10.3.(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.**

Targets	Strategies	Outcome		Progress achieved
General condition of the estate	All new buildings will meet the legal requirements laid down in the Disabilities Discrimination Act 1995, the Building Regulations 2000, the Health and Safety at Work Act 1974 and the Equality Act 2010.	Improved access to areas of the campus and its buildings.  Where physical access to the site is difficult for a prospective pupil, the Foundation recognises the need to be proactive in enabling such access.		When future new builds and refurbishments are undertaken the possibility of improving disabled access will always be considered as part of the plans.  This will be considered with the school developments for the Nursery and future developments.
Redecoration	Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (DDA compliant) to benefit pupils with visual impairments. Contrast of skirting, door architraves, handrails, etc. Select furniture and equipment that is suitable and accessible for those with disabilities.	School development plans re: continuing refurbishment and upgrading of existing facilities where appropriate : advice to be taken from architect and research re: educational implications of any planned improvements.		When redecoration and refurbishments are in the planning, the educational implications are considered.
Lift access	Improve access as part of new builds and, where appropriate, refurb programmes	Improved access to areas of the campus and its buildings.		The Harper Building has lift access.

**The Equality Act 2010 - Schedule 10.3.(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.**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>		<b>Progress achieved</b>
Toilets	Increased provision	The Foundation has provided increased disabled toilet provision in buildings at the four schools		Where possible, the Foundation has increased the number of disabled toilets, and will continue to do so where possible in refurbs and new developments.
Lighting & Sound	A light level of 300-500 lux will be maintained in classrooms. External lighting will continue to be improved as part of the Estate Strategy. Appropriate acoustic levels will be maintained in all classrooms for teaching and learning	Improvements to environmental conditions in the classroom and main external areas.		Included as part of all new builds and refurbishments as & when they occur.
Fire exit routes for persons of restricted mobility	Consider the accessibility of all fire exit routes for persons with restricted mobility	All persons with restricted mobility are given a personal evacuation plan (PEEP) as they enter the building. A member of staff is designated to assist in their evacuation by the most appropriate route		Medical teams liaise with the schools and the Health and Safety Advisor to ensure these are completed, and communicated as required.

**The Equality Act 2010 - Schedule 10.3.(2)(c) - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>		<b>Progress achieved</b>
Admissions documents	Admissions Departments will arrange for documents to be provided to parents of prospective pupils who have a child with a learning difficulty and/or disability, in forms that meet that need, if so requested and it is reasonable to do so	Improved accessibility to information		Changes have been applied to admissions documents.

General documentation	Enable improved access to written information for pupils, parents and visitors. Create and offer information in alternative formats.	Improved accessibility to information		Communication accessible for parents.
Examinations	Access arrangements are considered and put in place for statutory testing if necessary	Improved accessibility for optimum pupil performance.		Access arrangements are implemented for pupils as necessary.
Parental communication	Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs.	Ensures that parents are fully informed on all necessary matters, so they can fully support their child's education.		Clear communication with parents through meetings and updating Learning Support Plans.
Staff Awareness	Ensure all staff are provided with guidance on accessible formats of information	SENDCos offer guidance to staff to ensure a continuity of approach re the provision of accessible information.		Ongoing internal and external CPD for staff.

**Review:**

The Accessibility Plan is subject to continuous monitoring, refinement and audit by the Heads. It is reviewed on a biannual basis by the Estates and the Academic Committees.

This Policy was approved by the Academic Committee of the Court of Governors: May 2023

This Policy is subject to the approval of the Estates Committee of the Court of Governors: May 2026