

MH Accessibility Policy and Plan v2024.2



ACCESSIBILITY POLICY

Reviewed by L Gray September 2025
Next review - October 2026

ACCESSIBILITY POLICY

Mowden Hall believes that educational inclusion is about equal opportunities for all learners, whatever their impairment/disability (including special educational needs). All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Mowden Hall School sees the inclusion of children identified as having special educational needs as an equal opportunities issue.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential. We pay particular attention to the provision for, and the achievement of, different groups of learners. Every child has an entitlement to a positive learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential. This will be through differentiated planning by class teachers and support staff as appropriate.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. Those pupils recorded as having additional support will have an Individual Pupil Support Plan..

We will ensure that:

1. Resources will be provided for all pupils according to their needs. Current resources and new acquisitions will be monitored by the SENCO and Heads of Departments to ensure the promotion of a positive image regarding those with additional needs. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational need issues.
2. The PSHEE curriculum will help to promote a positive image of all members of society, with particular reference to physical ability and special needs.
3. Displays reflect a positive image of physical ability and special need.
4. The School's Tracking System for regularly assessing and recording the progress of children is used to identify children who are not progressing satisfactorily and who may have additional needs.

ACCESSIBILITY

All of the Trust's schools have in place locally applicable policies which are updated regularly and will adhere to relevant guidance issued from time to time.

Mowden Hall School is committed to complying with its legal and moral responsibilities. If a learning difficulty, medical condition or disability becomes apparent after admission, the School will consult with the parents about reasonable adjustments that can be made and which may allow the child to continue at the School. If it is felt that the School can no longer provide for the educational needs of the child, then parents will be given support and advice in seeking an alternative educational establishment for their child.

Mowden Hall School has developed an Accessibility Plan to increase access to education for disabled pupils in three specific areas. The Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve the environment of the School to increase the extent to which disabled pupils can take advantage of extra-curricular education and associated services;
- Improve the delivery to disabled pupils of information which is otherwise provided in writing.

All employees must uphold the Trust's stated approach and comply fully with locally applicable policies.

In planning accessibility strategies the School may consult with the Governing Body (trustees) and other departments through the School, Health and Social Services, local disabled voluntary organisations and other outside agencies working in conjunction with the School.

Definition of Disability

Disability is defined within the Equality Act 2010 as follows:

“a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities”.

This definition is broad in context, and can include children with a range of impairments such as, Autistic Spectrum Disorders, ADHD, ADD, diabetes or epilepsy, where the effect on the pupil's ability to carry out normal day to day activities is adverse, substantial and long-term.

Some types of very significant dyslexia or dyspraxia can also be included in this definition. All pupils with cancer or surviving cancer, HIV, CF or multiple sclerosis are also included from the point of diagnosis.

Definition of normal day to day activity

This is impacted if the impairment impacts one or more of the following:

- Physical co-ordination
- Continence
- Mobility
- Manual dexterity
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Perception of risk of physical danger
- Memory or the ability to concentrate, to learn and to understand

Definition of long term A long term condition is defined as any that lasts for more than one year.

What defines ‘reasonable adjustments’?

In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services including assistive technologies
- Physical features

In determining what is reasonable the School will have regard to:

- The financial resources available to the school

- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs (Educational Health and Care Plans), Individual Target Sheet, psychological report, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life. We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

Disability and Special Educational Needs (SEN)

Many children who have SEN may also be defined as having a disability under the Disability Discrimination Act. It is likely that many of the pupils who have SEN and a statement/EHC Plan or who have SEN support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the DDA. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA for children and young people:

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia	Motor impairment (long term)	Asthma
Emotional and Behavioural Difficulties (EBD) - social factors	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment /deaf	Cancer recovery
Minor speech impairment	Visual Impairment/blind	Mental health Issues
Mild Learning difficulties	Incontinence	Disfigurement
	Significant Dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	Attention Deficit Hyperactivity Disorder (ADHD)	Gross obesity
	Autism	Very short stature
	EBD - (factors other than social e.g. medical conditions/mental health)	

Mowden Hall School currently provides access to and around the School by having in place the following:

- Partial wheelchair access.
- Wheelchair access to dining room/halls
- Disabled parking spaces limited.
- Disabled toilet facilities.
- Adequate space to meet with parents and carers.
- Space for small group work and individual work for targeted learners.
- Development of a physical environment that is safe and welcoming.
- If necessary, staff provide support for vulnerable children at lunch times/ breaktimes.

The School will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Implementation of the Policy

The School's SMT, along with the School Nurse and Head of Learning Support will meet once a term, using the following Agenda as a term of reference. The Minutes of the meeting, together with all actions, will be reviewed and prepared.

Attendees – Head, Deputy Heads, Head of Pre-Prep, Assistant Heads, School Nurse, Head of Learning Support, EHC carers and Head's PA (minutes)

Standard Agenda:

1. Matters Arising
2. Review the Accessibility Plan
3. Review of potential new students and their needs
4. Review each existing pupil with substantial and long term needs
5. Review existing pupils who may need to be added to the register
6. Any other business

Areas of planning responsibilities

1. Increasing access for disabled pupils to the School curriculum (this includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environment of schools and physical aids to access education.
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the School to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Increasing access for disabled pupils to the School curriculum.

Improving teaching and learning lies at the heart of the School's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes. It is a core value of the School that all children are enabled to participate fully in the broader life of the School. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Accessibility Plan (to include all pupils)

This policy and plan is drawn up in accordance with [Schedule 10 of the Equality Act 2010](#) and also has due consideration of the planning duty in the [Disability Discrimination Act \(DDA\) 1995](#).

[The SEN and Disability Act 2001 \(SENDA\)](#) and [SEND Regulations 2014](#) amended part 4 so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

This policy also has due regard for the [SEND Code of Practice 2015](#) (updated April 2020).

This has placed three key duties on schools, which are:-

1. Not to treat disabled students less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
3. Plan to increase access for disabled students or those with an EHC plan

The school will address the following:

- Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Our plan exemplifies the school ethos that:-

- Everyone in the school community is made to feel welcome
- There are high expectations of all pupils
- Staff, trustees and pupils share a philosophy of inclusion
- Pupils are equally valued
- Staff seek to remove all barriers to learning participation.

In addition, the school recognises it has a responsibility to help children understand the discrimination faced by disabled people and work positively to counteract discrimination. ([See PSHE + SMSC policy](#)). Furthermore, the British values of law, democracy, individual liberty and mutual respect underpin the school's ethos.

Aims

- To make education, as a whole, available to disabled children without discrimination.
- To make provision to allow disabled pupils, staff, trustees and parents/carers to be fully included in school life. 'Disabled pupils' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.
- To achieve this, the school will have particular regard to:-
 - Entry to school / admissions policy
 - Access (physical)
 - The curriculum
 - Teaching and learning
 - Classroom and school organisation
 - The school day/timetabling
 - Sports
 - Extra-curricular activities
 - Trips
 - Assessment/testing

Mowden Hall acknowledges the need to allocate adequate resources to implement the Accessibility Plan.

Policy last reviewed (Mr L Gray): September 2025



Independent
Thinkers



Honest



Community



Resilient



Kind



Communication

Mowden Hall School Accessibility Plan

Improving access to the **physical environment** for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school

Target	Strategies	Time-scale	Responsibility	Success criteria
Risk Assessments written for pupils, staff and visitors who have difficulty with safe movement in and around the school physical environment	Laura Danby, School Nurse and Denise Condren, SENDCo to produce risk assessments for specific pupils, staff and visitors following consultation with relevant parties.	As soon as is practicable Termly	LD/DC	Risk assessments will be written to reflect each identified individual's specific physical needs LG to analyse RAs for areas to improve access
Maintain ramps currently in place at the tennis court to allow easy wheelchair access	Grounds staff to improve the surface of the current ramp and entrance to the tennis court and ensure it follows the correct guidelines on elevation.	Ongoing	Grounds	Pupils and visitors who require wheelchair access will be able to use the ramp easily, safely and independently.
Ensure wheelchair access is maintained around and between Stable Yard and the Main Teaching Block	Remove/repair broken paving slabs			Broken paving slabs removed, an area at the entrance to Stable Yard is now tarmac.
Ensure wheelchair access to the Pavilion is maintained when the building is upgraded	Maintenance team to ensure contractors working on the Pavilion are aware of the importance of the accessibility ramp	Ongoing		New accessibility ramp operational.
Ensure access to the Theatre for wheelchair users and people with mobility impairments	Maintain the ramp access to the theatre when refurbished		KM/ Operations Manager/ Maintenance team	Easy access to the Theatre for all visitors and pupils who may have mobility impairments

Develop a disabled access toilet in the theatre, accessible from the main teaching block	Feasibility study of adding an accessible toilet to the Theatre Foyer	Feasibility Study Autumn 2022 Build Summer 2023	KM/ Operations Manager/ Maintenance team	Accessible toilet in the Theatre foyer for all visitors and pupils who may have mobility impairments
Improve internal wheelchair access between Main Teaching Block and Main School building	Feasibility study to improve internal wheelchair access (between main teaching block and main school building (steps)	Feasibility Study Autumn 2023	KM/ Operations Manager/ Maintenance team	Improved access for those who have mobility impairments between the main teaching block and the main school building
Ensure each area of the school has wheelchair access and egress	Replace the broken slabs on the path to the temporary classrooms next to the tennis courts	Spring 2023	KM/ Operations Manager/ Grounds team	Improved access to the temporary classrooms for those who have mobility impairments

Improving access to the **curriculum**

Target	Strategies	Time-scale	Responsibility	Success criteria
To raise the confidence of all staff to understand the needs of ALL pupils through delivering Quality First Teaching (QFT) including SEN pupils	<p>Staff INSET Sept 2021 included</p> <ul style="list-style-type: none"> • neuroscience based session on brain development with a particular focus on children's executive functioning (mental processes). • reminder of the SEN paperwork and documentation available to staff on the Google Drive • staff responsibilities as a teacher of all pupils, including those with SEN. • SEN (Code of Practice) 2014 	Inset training session in Autumn 2021	JH DC	Staff will have their awareness raised of the different neurological difficulties which can affect pupils' learning. An understanding of what QFT looks like
To raise the confidence and knowledge of ALL staff to access documentation which gives robust detail and recommendations for support for the SEN pupils and those 'on watch'	Whole school INSET training to demonstrate the range of SEN information available to staff on the Google Drive	Inset training session in Autumn 2021	DC	Staff will know where they can access the SEN information on the Google Drive They will begin to use this information as they plan their lessons and also add successful ideas to the working documents
As the pupils become more used to working on the Chromebook and it is proven to be their usual or preferred method of recording, in certain subjects, if appropriate, they should be allowed to use this as a tool in exams and assessment - spell check DISABLED unless otherwise accepted as an accommodation	<p>Have a quantity of pre-prepared chromebooks/laptops which pupils can access purely for exam purposes.</p> <p>IH to ensure all tools and preferences are disabled</p> <p>DC to maintain a list of those pupils who have this as a recommendation from an EP report and those for whom it is their usual and preferred way of working</p>	<p>Trial for Year 8 CE practice exams - Nov 2021</p> <p>Trial for whole school exams - Summer 2022</p>	IH JH DC	Pupils who use this as a preferred way of working may use a pre-prepared chromebook/laptop in their exams

from an EP report				
Facilitating pupils who wish to use their own Chromebook/ other devices to assist their learning in the classroom lessons	Pupils will be allowed to access their chromebook in lesson If appropriate, extended pieces of writing can be created using the chromebook, thus encouraging self-editing skills to be practiced	As needed	JH IH	When writing extended pieces, or other writing, pupils will use Google Docs on their own Chromebooks and then electronically share their work with the teacher
Use of voice tech, 'speech to text' software in subject lessons, where appropriate, for those pupils who have scribing/ assisted writing as a recommendation from EP reports and as an access arrangement in all exams	Request advice from the Trust technological support as to the best tried and tested technology available Pupils, who have this as a recommendation on their EP report, to use the 'speech to text' technology and then check/ edit their work as they would a written piece of work	As needed	IH and RSG office	No pupil will be disadvantaged because of a reduced ability to write their intelligent thinking/ ideas down
PE/Games curriculum adjusted to accommodate the needs of specific pupils	Addressed by ongoing risk assessments	As needed	SSK - PE/Games staff	All pupils will be able to access some form of physical education suitable to their specific needs and requirements

Improving access to **information sharing and delivery**

Target	Strategies	Time-scale	Responsibility	Success criteria
EAL pupils/parents - information to be disseminated in English AND their home language, if appropriate	All information send home from school to be translated into the family's home language, if English is not readily understood	As needed	LG/ Main school office staff	Family will have access to important information in their home language, if English is not readily understood
Important notices displayed around school/ pupil notices/ room and venue labels to be multilingual, to support the EAL pupils for whom English is not their primary language.	Multilingual notices to be used for the first few weeks in school Displayed to support their acquisition of school-based language	As needed	BH/DC	Pupils who need this language support/ accommodation will become more familiar with the school-based English they need to operate fully as they settle into their new school routines
To continue to produce paper copies of Google forms for those families for whom technology use is not readily available	Continue to send home paper copies for those parents who request it Encourage parents to inform school office if they are not able to access the Google platform	As needed	LG/ Main school office staff	Parents will have information shared with them in their preferred format
Digital solutions for parent consultations	Use the online 'School Cloud' platform for parents' consultations, when appropriate Remove need for parents to come in person to the parents' consultations Should accessibility be a difficulty, alternative arrangements can be made with individual teaching staff	As needed	JH LG/ Main school office staff	When appropriate, individual year group parent consultations will take place remotely and online using School Cloud, unless otherwise arranged

The above 3 year plan is a requirement of Schedule 10 of the Equality Act 2010.