



THE MOUNTBATTEN SCHOOL

## **School Improvement Committee**

### **School Accessibility Plan**

**December 2020**

**Review Date: December 2023**

**Company No. 07560175**

Whitenap Lane Romsey Hampshire SO51 5SY  
t: 01794 502 502 f: 01794 502 501 e: info@mountbatten.hants.sch.uk  
w: www.mountbatten.hants.sch.uk Company No. 07560175

Founder Patron: Earl Mountbatten of Burma Executive Headteacher: Heather McIlroy Patron: The Lady Alexandra Knatchbull

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 (SENDA). It draws on guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002.

**NB – A number of issues raised here may be affected by financial restraints due to recent spending reviews.**

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995:

“A person has a disability 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 carry out normal day to day activities.”

## **Key Objectives of the Accessibility Plan**

- a. To increase the extent to which disabled students can participate in the school curriculum.
- b. To improve the physical environment of The Mountbatten School to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services.
- c. To improve communication to students and parents.

## **Principles**

- Compliance with the Disability Discrimination Act 1995 (as amended by SEN and Disability Act 2001)
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an Accessibility Plan
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum. (*Curriculum Policy/Development Plan/SEN Policy*):
  - Setting suitable learning challenges
  - Responding to students' diverse learning needs
  - Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

## **Activity**

This section outlines the main activities which Mountbatten undertakes, and is planning to undertake, to achieve the key objectives (above).

a. **Increasing the extent to which disabled students can participate in the school curriculum.**

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

b. **Improving the physical environment of the school**

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services.'

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard services

- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')

c. **Provision of Information**

The school will make itself aware of local services, including those provided through the LA for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools').

- Modified examination papers
- Modified resource and support material
- ICT facilities

**Related Policies**

This plan will contribute to the review and revision of related school policies e.g.

- School Development Plan
- Staff Development Plan
- SEN Policy
- Curriculum Policy
- Health and Safety Policy
- Security Policy

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring and Evaluation
<b>Increasing the extent to which disabled students can participate in the school curriculum</b>	<ul style="list-style-type: none"> <li>▪ Regular review of curriculum to review full accessibility</li> </ul>	Yearly	<ul style="list-style-type: none"> <li>▪ Removal of barriers to learning and participation</li> </ul>	Summer Term SLT level All staff
	<ul style="list-style-type: none"> <li>▪ High expectations of all students</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Higher achievement by all</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Introduction of specialist courses for targeted students (where appropriate)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Fewer disaffected and under-achieving students</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Staffing to allow smaller classes in lower sets</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Students achieve target grades/levels</li> </ul>	All staff
	<ul style="list-style-type: none"> <li>▪ Individualised timetables in Years 10 and 11</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Classrooms optimally organised for disabled students</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Class seating plans in all subjects</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Personalised learning and assessment for learning</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Students working at their own level and achieving their targets grades/levels</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Range of learning and teaching strategies facilitated by high quality ICT</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Placement is appropriate</li> </ul>	SENCO
	<ul style="list-style-type: none"> <li>▪ Deployment of auxiliary aids and personnel (SEN Department)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teachers and TAs have the necessary training to teach and support current disabled students</li> </ul>	SENCO
	<ul style="list-style-type: none"> <li>▪ Information and training for staff (SEN Dep't + outside agencies)</li> </ul>	Appropriate Time	<ul style="list-style-type: none"> <li>▪ Additional support for disabled students</li> </ul>	SENCO HoDs – core subjects
<ul style="list-style-type: none"> <li>▪ TAs appointed, with specialist training where appropriate. Training updated</li> </ul>	Ongoing			
<p>The school will continue to seek and follow the advice of LA services, such as specialist</p>	Ongoing			

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring and Evaluation
	teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools')			
<b>Improving the physical environment of the school</b>	<ul style="list-style-type: none"> <li>▪ When areas are refurbished, improvements made in the acoustic environment (all refurbished classrooms have improved specification for sound insulation)</li> <li>▪ Further improvements to signs</li> <li>▪ Markings (paint) on steps to make edges visible</li> <li>▪ Surveying the state of pathways (signage or resurfacing where applicable)</li> </ul> <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools').</p>	<p>Ongoing as rooms are refurbished</p> <p>Ongoing</p> <p>Annually</p> <p>Inspected termly</p>	<ul style="list-style-type: none"> <li>▪ Refurbished classrooms more soundproofed</li> <li>▪ Part of DDA programme</li> <li>▪ Improved direction around site + disabled bays</li> <li>▪ Annual painting of steps</li> <li>▪ Safer and easier access for students around the school site</li> <li>▪</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Termly</p>

<b>Objective</b>	<b>Action(s)/Strategies</b>	<b>When</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>
<b>Provision of Information</b>	<ul style="list-style-type: none"> <li>▪ Examination papers – GCSE are modified</li> </ul>	Each year	<ul style="list-style-type: none"> <li>▪ Good links between exams officer and SENCO, Exams Access Coordinator and Lead TAs</li> </ul>	Exams officer + SENCO
	<ul style="list-style-type: none"> <li>▪ Resource material is modified</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Staff are following advice and pupils are receiving modified material</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Liaison with external agencies where students are placed (e.g. PRU, Leigh House, CAMHS)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Effective exchange of information</li> </ul>	Student Services Team
	<ul style="list-style-type: none"> <li>▪ Information for visitors with disabilities in writing on arrival</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Clear information including disabled parking availability, accessible WC provision, etc.</li> </ul>	Receptionist Senior Site Manager

Policy approved by the School Improvement Committee

Date: 2 February 2021

Signed Andrew Gunn  
Chair of School Improvement Committee

Date: 04.02.21

Signed: Jill Hall  
Chair of Board of Governors

Date: 04.02.21

