



## Principles and Expectations

Compliance with the Equality Act is consistent with the school's aims and Equal Opportunities policy and Learning Support policy.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010

Merchant Taylors' School

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on their ability to carry out activities,
- respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum that is adapted where needed and age appropriate.

## Expectations of staff

Staff have the following responsibilities:

- To ensure that they do not treat a disabled person less favourably than a person otherwise for a reason relating to the person's disability
- To not indirectly discriminate against a pupil with a disability by failing to make a reasonable adjustment and so placing

manner of access will therefore vary and will be discussed with the Head of Section in the first instance, in consultation with the pupil's tutor and the Learning Support team where appropriate.

The school completes an accessibility audit in conjunction with writing its three year accessibility plan, however interim audits may take place as needed to take account of the needs of new pupils and staff. Staff involved in the accessibility audit may include (but are not limited to): Head of Operations (MTS), Heads of Learning Support, Senior Deputy Head (MTP), Deputy Head (Academic, MTS), School Business Manager (MTP), Assistant Head of Teaching, Learning and Innovation (MTS), and the Buildings Manager.

### **Reasonable adjustments**

The school has a duty to make reasonable adjustments, this includes 'to take such steps as it is reasonable to have to take to provide auxiliary aids ... where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'. Examples of 'auxiliary aids' include, height adjustable furniture and specialist software.

### **Financial Planning and control**

The Head Masters of MTS and of MTP, SLT and the Governors' finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

### **Linked policies**

Equal Opportunities Statement

Admissions Policy

Assessment and Feedback Policy

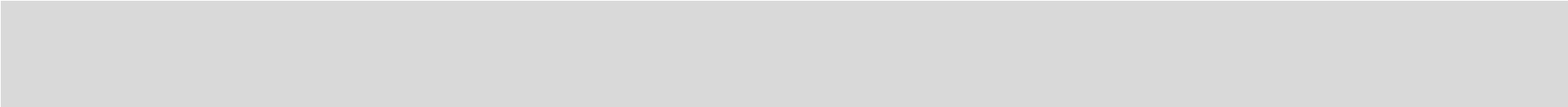
Curriculum Policy

Behaviour Policies

Examinations Policies

Health and Safety, Fire Safety, and Security Policies

**MTS Accessibility Action Plan 2022-2025**





	necessary. Keep library access under review				
Review, maintain and improve classroom accessibility.	Provide height adjustable desks in classrooms where required..	Buildings Manager	Long	Ongoing	

<b>Access to the curriculum</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>

maintained and improved for disabled people on an ongoing basis.

are accessible.

To ensure that all teaching staff of any disabled students

	performance in feeder schools. Information will be analysed to inform teaching and learning strategies.			Autumn 2025	
SEND pupils achieve their full potential. SEND pupils are monitored and not disadvantaged	<p>Where appropriate, curriculum and timetable modification are considered.</p> <p>Room modification 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>Ensure staff are aware of accessibility features of software available to pupils as part of the tablet project.</p> <p>Pupil support available through bespoke support plans which may include, in-class, individual, and group support sessions.</p> <p>Academic Departments encouraged to document their in-department provision for each of the three waves of intervention.</p> <p>Ensure the SENDCo (Head of Learning Support) has sufficient time to both manage the access arrangements process within the centre and be familiar with regulations (requirement introduced by JCQ<sup>3</sup> in August 2022).</p> <p>Set up interviews at key points with Careers Co-ordinator to ensure good choice of</p>	Head of Learning Support, Heads of Department, Heads of Year, Heads of Section, Learning Support staff and individual teachers.	Long	Monitor progress in Spring 2025	Ongoing analysis of data shows no distinction in performance between disabled pupils and other pupils.

<sup>3</sup> Joint Qualifications Council.





	<p>Head of Exams to liaise with invigilators and relevant school staff regarding the conduct of exams where AARAs are in place.</p> <p>HoDs to ensure access arrangements are provided (in line with JCQ guidelines) in internal tests and exams.</p> <p>Tests and Exams are presented in a format which all pupils can access, including those with SEND. Individual access arrangements to be in place for individual pupils, where required, including:</p> <ul style="list-style-type: none"><li>• Word processors</li><li>• ‘Reading’ software</li><li>• Colour overlays</li><li>• Extra time</li><li>• Supervised rest breaks</li><li>• Read aloud provision</li><li>• prompting</li><li>• Individualised seating arrangements (including invigilation in a smaller room, separate to the main exam room)</li></ul>			Autumn term and public exams in Summer term.	
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**Access to information advice and guidance**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Improving the delivery of information to SEND pupils that is readily accessible to other pupils.					
To ensure that parents and guardians are fully informed.	<p>Review information sent to parents and guardians to ensure it is accessible through assistive technologies, such as screen readers and ensure the inclusion of appropriate features like alt-text.</p> <p>Ensure that parents are able to receive information in accessible formats. Staff produce routine information for pupils in an appropriate format</p>	Senior Master		Monitor progress in Spring 2025	
To improve communication with SEND pupils and users.	<p>Review the website to ensure that it is clear, simple and easy to use.</p> <p>Publish information in an appropriate format as required. Ensure published information and the website is reviewed annually from an accessibility perspective.</p>	Senior Master Admissions Learning Support Department		Monitor progress in Spring 2025	



<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure that all pupils with SEN and disability who are attending one of our assessments are adequately provided for.	<p>Involve parents in identifying what additional support might be required for the assessment process.</p> <p>Gather information from current/previous settings about the kind of support that might be required for the assessment process.</p> <p>Review information from relevant professionals about individual pupils in order to meet their needs so that they can access the assessment.</p>	<p>Head of Pre-Prep</p> <p>SENDICo</p> <p>Admissions Officer</p>	Medium-term	Nov and Jan and as required	Desired outcome is that all pupils can access the assessment for entry to the school.

<b>Access to the curriculum</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
SEN and disabled pupils achieve their full potential.					



Room modification has and will be used to  
ensure ease of access.

Staff produce information in appropriate format.	Ensure that parents receive information in accessible formats.	Senior Deputy Head	Medium-term	Termly	
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Website has improved information.

Review the new website to ensure that it is clear, simple and easy to use.

Senior Deputy Head

Long-term

Annually

Director of Marketing and Comms

Medium-term

As needed