





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' # a whû r 2 # ree

# MTS Accessibility Action Plan 2022-2025

Access to the physical environment					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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.					

Develop systems so that new facilities are planned to take account of accessibility.

Include accessibility during planning for all future new build and refurbishment projects.

Ensure AV facilities cater to all users	When updating AV facilities, take specific actions to improve the accessibility e.g. brightness, size, hearing loops	DHIS	Long	Ongoing	
Review and maintain appropriately accessible WC and hygiene facilities/ changing facilities that meet the needs of users.	Maintain accessible WC and hygiene facilities across the School.  Maintain RADAR locks.  Maintain accessible changing areas in the swimming pool, sports corridor and surgery.	Buildings Manager	Long	Ongoing	
Ensure the swimming pool is accessible for all pupils and support curriculum participation.	Maintain Emergency Lifting Cushion (ELK).  Develop a system to review incoming pupils with the surgery and learning support team to identify accessibility needs proactively.	Director of Sport (with support of Head of Learning Support and other staff as appropriate)	Long	Ongoing	
Provide appropriate Evacuation Processes and aids	Review and maintain Evac Chairs and Wireless Refuge Point communication systems across all areas.  Identify and train suitable staff as users of Evac chairs	Buildings Manager, Head of Operations and Evac chair trainers	Long  Short	Ongoing  Autumn 2024	

	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>

Ensure that all pupils have

<p>maintained and improved for disabled people on an ongoing basis.</p>	<p>are accessible.</p> <p>To ensure that all teaching staff of any disabled students make appropriate use of information regarding individual pupil needs.</p> <p>Provide CPD to develop staff understanding of SEND.</p>	<p>Department, Heads of Year, Heads of Section, Learning Support staff and individual teachers.</p>			
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Ongoing analysis of data will show no distinction in performance between disabled pupils and other pupils.

Use standardised tests where appropriate to identify pupils' position in the cohort (e.g. MIDYIS<sup>2</sup>).

Pupil tracking will be used for all years to provide further understanding of pupil learning in the school.

Each pupil's performance is benchmarked against our expectation (derived from analysis of baseline data) of their attainment.

	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





	<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	



Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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Ensure that all pupils with SEN and disability who are attending one of our assessments are adequately

SEN and disabled pupils are monitored and are not disadvantaged in any way.

support SEN and disabled pupils.

dev cycle

Monitor any SEN and disabled pupils' achievements in internal and external assessments.

Medium-term

Twice annually

Correct Access Arrangements for assessments and examinations are put into place with regard to JCQ3 regulations

Short-term

Twice

Consideration is given to enable SEN and disabled pupils to access co-curricular activities such as after school clubs and day/residential visits.

and EVC and Senior Deputy Head

Long-term and Short-term

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