

The Mill Hill School Foundation

**Walker House, Millers Close, The Ridgeway, Mill Hill,
London NW7 1AQ**

Mill Hill School

Belmont, Mill Hill Preparatory School

Grimsdell, Mill Hill Pre-Preparatory School

Accessibility Plan 1 April 2009 – 31 March 2012

**Independent Co-educational Day School for Pupils aged 3 to
18 years and Boarding School for Pupils aged 13 to 18 years**

**Effective January 2010 (reviewed by the Pastoral
Committee November 2010)**

The Mill Hill School Foundation

Accessibility Plan

Introduction	3
Aims and Objectives of Mill Hill School Foundation	4
General Statement of Intent	5
Background of the Accessibility Plan	6
Accessibility Plan	7

Introduction

INTRODUCTION

The Pastoral Committee is the delegated body to undertake the regular review of the Mill Hill School Foundation Disability Policy and Accessibility Plan and prepare written three year plans in accordance with SENDA and relevant codes and guidelines.

The Mill Hill School considers that a disability is a 'physical' or mental impairment which has a substantial and long-term, adverse effect on their ability to perform normal day-to-day activities'. (Equality Act 2010). (see Mill Hill School Foundation Disability Policy Section 3).

STATEMENT OF INTENT

1. As part of its mission statement the Foundation recognises its duties towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned the Foundation recognises its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001 and the Equality Act 2010.
2. The Foundation consists of selective Schools and admission to each School depends upon the prospective pupil meeting the criteria to maintain and, where possible, improve the educational and general standards for its pupils. As part of its regard for the welfare of all its pupils the School must feel reasonably sure that it will be able to educate and develop each prospective pupil to the best of his or her potential and in line with the general standards achieved by that pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful School career, and emerge a confident, well-educated and well-rounded adult.
3. A central part of the Foundation's philosophy is that it seeks to offer more than a merely academic education, and strives to develop excellence in a wide range of fields such as music, drama, and sport. Each School accordingly expects its pupils to take part in such activities to the best of their abilities and regards the willingness and ability to do so as part of its admissions criteria. These admissions criteria must continue to be met throughout the pupil's time at the School.

4. Each School asks parents to complete a form giving the learning difficulties, disability or other medical condition/need in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.

5. Where it is possible to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place in a Foundation School and to satisfy the admissions criteria outlined above, the School is committed to providing those reasonable adjustments.

Background to the Accessibility Plan

BACKGROUND TO THE ACCESSIBILITY PLAN

Wherever possible, in line with the disability policy the School will make reasonable adjustments to the timetable to allow children with mildly restricted mobility to attend accessible School facilities.

The Foundation encourages amongst its pupils an appreciation of the need to serve and care for other people. The Foundation therefore condemns any form of prejudice or denial of equal opportunities on the grounds of disability and wishes all its pupils to benefit from its provision.

One of the obvious problems that the Foundation has in accommodating disabled pupils, in common with many other Schools of its type and age, is its layout and plant.

1. Grimsdell Mill Hill Pre-Preparatory School was opened in 1995 in a single building. Its layout is compact, but classrooms are spread over three floors and there is no lift access.
2. Belmont Mill Hill Preparatory School was opened in 1912 and covers a site of some 40 acres. The classrooms are based about a central quadrangle over two or three stories with no lift access except to one building. 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.

3. Mill Hill School was founded in 1807 and the site covers a wide sloping site of some 120 acres. The plant consist of many separate buildings of many storeys and 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 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. Levels of light between teaching blocks and Boarding Houses also have to be kept at low levels due to planning restrictions.

The Foundation is not required to provide auxiliary aids and services or to make physical changes to their existing buildings. A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be prevented altogether from accessing some or all of the educational and recreational facilities that the Foundation offers.

Where the Foundation agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the Foundation of providing that service. Details of costs will be provided in writing.

Accessibility Plan

ACCESSIBILITY PLAN

1. GENERAL

- 1) The Foundation will review this plan on an annual basis to monitor and evaluate.
 - i) The effectiveness of action taken in the previous year
 - ii) Relevant goals for the upcoming year
 - iii) Responses to any further legislative change.

2. INCREASING THE EXTENT TO WHICH PUPILS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES CAN PARTICIPATE IN THE SCHOOL CURRICULUM

- i) The Foundation will continue to develop a unified Foundation Learning Difficulties/Disabilities and Special Educational Needs policy throughout all three Schools, to include
 - (a) A common handbook and use of uniform procedures
 - (b) Full disclosure of relevant information between all Schools at pupil transfer
 - (c) Regular meetings of the SENCOs of all three Schools to share best practice
- ii) 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 SEN, 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.

- iii) Training will be provided for the Nursing and Pastoral Care Teams to support any pupil with a learning difficulty and/or disability and/or medical condition/need and/or SEN and access will be provided to specialist help for that pupil where reasonably practicable.
- iv) Where physical access to the site is difficult for a prospective pupil, the Foundation recognises the need to be proactive in enabling such access.

Accordingly such pupils will be:

- (a) Placed in a House at Mill Hill that is most convenient for physical access
- (b) Placed in a tutor group that is most convenient for physical access
- (c) Prioritised in the writing of the timetable with regard to room and set allocations.

3. IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- i) The Foundation will continue to annually review as part of the budget process the improved provision of disabled access to all academic areas of the site to assist the prioritisation of expenditure.
- ii) The Foundation will undertake a fire risk assessment every 12 months to meet non-discriminatory access to premises requirements from October 2004.
- iii) All new buildings will meet legal requirements laid down in the Disabilities Discrimination Act 1995, the Buildings Regulations 2000 (with Approved Documents) where such regulations are in force, the Health and Safety at Work Act 1974 and the Equality Act 2010. Since 2003 the Foundation has improved access for disabled persons

through the provision of new buildings such as the Indoor Swimming Pool, new Changing Room facility and the Favell Building. The Favell Building also serves to provide disabled access to other key buildings on the Foundation site, namely the Marnham Classroom Block and the ground floor of School House. Future planned improvements to disabled access include a new Science and classroom building/s at Belmont. Other proposed developments in physical access will be determined in accordance with the Foundation's education development strategy and budget process.

- iv) All conversions to existing areas of the Foundation that sit outside the scope of the Acts in iii) above will be considered with regard to the implications of such works to disabled access and every reasonable effort made to improve access with the scope of the work. Since 2003 the Foundation has improved disabled access and facilities by such improvements as reorganisation of internal layout of buildings, namely the internal classroom reorganisation and improved physical access to the ground floor of the main building at Belmont. Also the Foundation has provided increased disabled toilet provision in buildings at the three schools and disabled parking at the three schools. Other proposed developments in physical access will be reviewed annually in accordance with the Foundation annual planned maintenance and capital budget process.
- v) 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

that meets the needs of such pupils in a better way than the existing equipment it replaces.

- vi) A light level of 300-500 lux will be maintained in classrooms and levels in areas where chemicals, sharp implements or machinery is used will meet guidelines issued by the Foundation's Health and Safety advisors, Owen David Risk Management. Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.
- vii) An appropriate acoustic level will be maintained in all classrooms for teaching and learning.
- viii) Plans for the Future: see table at Annex A.

4. IMPROVING THE DELIVERY OF INFORMATION TO PUPILS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES

- i) The Schools' 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
- ii) The Foundation will continue to provide INSET for all teachers in order to support them in better communication with pupils with learning difficulties and/or disabilities and or SEN.
- iii) The Foundation will continue to invest in classroom technology to better facilitate communication to pupils with learning difficulties and/or disabilities and/or SEN specifically:
 - (a) To enable clear provision of images and text in a large printed format

- (b) To enable the use of high quality audio/visual material

- (c) To enable the easy dissemination of printed handouts of appropriate clarity.

Last review: by the Pastoral Committee on 15 November 2010 for recommendation to the Court of Governors meeting on 11 December 2010