

Special Educational Needs and Disability Act (SENDA Policy)

This policy has regard to the Special Educational Needs and Disability (SEND) Code of Practice (2015), the Children and Families Act (2014) on the Equality Act (2010).

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability (SEND) Code of Practice (0-25) 2015 states that:

“A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for her”.

A student of compulsory school age has a learning difficulty or disability if she:

- Has a significantly greater difficulty in learning than the majority of others of the same age;

or

- Has a disability which prevents or hinders her from making use of educational facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is “... physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions who do not necessarily have SEN but might require special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 and will be covered by the SEND definition.

AIMS

Marymount International School is committed to ensuring that all students have the required level of support to reach their full potential, providing educational opportunities to enable students to exceed and become the best that they can be. The Philosophy of the School is rooted in Gospel values: “That all may have life” inspiring all staff to take responsibility for ensuring the needs of students with SEN are met. Each student is considered unique and valued, with gifts and talents, that need to be nurtured in order to help that student flourish.

SUPPORTING STUDENTS WITH DISABILITIES IN SCHOOL

Over the past five years, Marymount School has supported and continues to support students and staff with a range of physical, emotional and learning disabilities. We welcome all prospective students, provided that the support we are able to offer meets their needs and that they fulfil our admissions criteria. We do not currently have any students with EHC (Educational, Health and Care) plans. Our Learning Resource Centre (LRC) is staffed by two qualified experienced teachers. The policy of the LRC is appended as Appendix 1 to this document.

We endeavour to ensure that any disabled student, or those suffering from serious illness, have been able to return to school either during or after treatment (where applicable) and are able to be involved in the life of the School. As far as it is possible, we also need to be assured it is appropriate and safe for them and for other staff and students.

One of the obvious problems which the School has (in common with many other schools), in terms of the School's ability to support students with physical disabilities, is its layout which covers a wide area and consists of separate and some historic buildings of several stories without lifts. Another challenge is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires students to go from classroom to classroom, often up steps or stairs in buildings without lifts. The Boarding facilities pose similar problems in a greater degree. It is not difficult to conclude that any student with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position. However, we remain committed to providing the best possible education for our students, given the resources and accommodation we have now and envisage in the future.

ADMISSIONS POLICY

Marymount London is a diverse and supportive community. We value the contribution made by each individual member of the school community and aspire to ensure that each student is able to 'be herself, but make that self what God wants it to be'. Thus, we are an inclusive community and we want to ensure that each student receives the best possible education for her own individual needs, insofar as this is not to the detriment of the education provided to the majority.

Admission to the School depends upon a prospective student meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its students commensurate with the ethos to which the School aspires. Moreover, in assessing a prospective student's potential, Marymount must be confident that we will be able to educate and develop the individual to the best of her potential, in line with the general standards achieved by her peers. We hope to ensure that there is every chance that she will have a complete, happy and successful school career and develop into a confident, well-educated and well-rounded adult, able to 'respond to the needs of the times' (RSHM). In line with IB guidelines, the School aims to afford the fullest possible access to both the IB Middle Years and Diploma programmes, and this is considered during the review of every application.

The School's policy is to apply these criteria to all enrolled and potential students regardless of any disability of which we are aware, to make reasonable adjustments in order not to put any student at a substantial disadvantage.

At the time of the application, the School asks parents to inform us of any disability or issues which may potentially cause concern, and may also require additional advice or additional assessments, to ascertain whether we will be able to meet a prospective student's needs. During the Admissions process, the School may liaise with a student's primary school or previous school to ensure a smooth transition for those students who may require additional support. Subject to this, the School will be sensitive to any requests for confidentiality. The School has a comprehensive assessment to inform how students will be able to access the IB Programmes. Should it be deemed in a student's best interest, the School may decide to modify an individual timetable in order to make reasonable adjustments. Unless known special educational needs or disabilities are disclosed during the application process or during the student's time at the School, the School may not be able to fulfill its responsibilities in providing the educational provision that will enable that student to flourish.

PHYSICAL LAYOUT OF THE SCHOOL

It is the policy of the School that all planned new buildings will comply with up-to-date requirements and should have good disabled access; lifts etc. where possible. Problems of access will continue to be reviewed on an annual basis by the Senior Leadership Team, the Health & Safety Committee and ultimately by the Board of Governors. Appendix 2, below, summarizes the current accessibility position of the various parts of the campus. Areas identified where the physical environment of the school can be improved to enable increased participation by disabled students and staff are included in Appendix 3 of this document.

ACCESS TO EDUCATION, RECREATIONAL AND SPORTING ACTIVITIES

Reasonable adjustments may be made to timetables, in consultation with the member of staff and/or student concerned and her parents, to ensure that no student is placed at a substantial disadvantage in terms of her access to physical education, recreation and sporting opportunities.

Some departments have allocated areas of the School, and for the most part, subject lessons take place in these specific areas. Although some students may have difficulties accessing particular areas of the school, it is not considered reasonable for this to be altered for individual students during the course of a particular academic year, but timetabling is reviewed annually in order to accommodate students where possible. Where appropriate, students with limited mobility may also be given permission to leave slightly early from a lesson or to arrive after other students to avoid peak congestion periods.

For a student:

We endeavour to ensure that the curriculum, both as a whole and within individual subjects, is accessible to each student. Our support programme aims to ensure the greatest possible access to the full curriculum for all students, but modified programmes, including specially tailored timetables, can be arranged for students who need more support. Individual Education Plans (IEPs) or Action Plans are prepared for all students with special educational needs and these are provided to all relevant staff. Underpinned by theories of self-regulated learning, support plans aim to maximise students' ability to learn independently and effectively. Additional support can be provided for students in the form of scaffolded or differentiated instruction, the modification of tasks in the classroom or private tuition outside the classroom. This will be arranged with parents, whenever possible, prior to enrollment, and adjusted on an as-needed basis.

In terms of examination concessions, exams can be taken in a small group with extra time and the use of computers, readers and reading software, and increased text size can be made for individuals. The School will also accommodate the use of scribes during examinations, provided these are arranged and paid for privately by families (due to the complexity of these arrangements and the practice required to develop confident, competent use of a scribe). Examination concessions can only be offered to students with a written diagnosis that justifies such concessions.

Access to extra-curricular and recreational activities may be limited due to physical impairment, and adjustments will be made where appropriate and possible. One of the tennis courts and the Sports Hall's ground floor has wheelchair access. Whilst it may not be possible for students with some types of disability to be involved in team games, not least for safety reasons, alternative opportunities may be made available, wherever possible and whenever appropriate supervision can be provided.

For a member of staff:

The School offers sickness leave to all staff. After illness, timetables can be adjusted to facilitate re-integration into the life of the school. Long term changes to working practice may be considered and addressed as far as they can be, given practical and financial restraints, and without jeopardising the quality of education provided to the students.

Staff should refer to related policies and practices that can be found in the Staff Handbook:

- Equal Opportunities Policy for Staff
- Occupational Health
- Health and Safety Policy
- Recruitment, Selection and Disclosure Policy and Procedure.

WELFARE

Marymount is a supportive community and has an established tradition of welcoming students from a variety of backgrounds, recognising their range of skills and abilities. In its endeavour to educate the 'whole child', the School seeks to support students' physical and mental health and their spiritual and emotional growth.

There is a range of pastoral support and resources available to all students.

- Each student becomes a member of an advisory group with a dedicated Advisor. The Advisor curriculum allows students to work through pertinent and relevant topics to support their emotional development.
- There is also access to a Life Coach/Counsellor should students require a confidential service to discuss any issues.
- Students are encouraged to speak to the School's Designated Safeguarding Leads if they have any concerns about their own safety or that of another student or if they need further support.
- The availability of two nurses ensures that there is also full-time medical health provision in the Infirmary. The School's partnership with The Groves medical centre also ensures boarders receive expert medical care as required.
- The Spiritual Life Coordinator creates opportunities for the girls to engage in prayer, meditation and participate in the sacraments, in order to develop their spirituality and faith.
- Subjects such as but not limited to Relationships and Sex Education, Equality, Nutrition, Mindfulness, Bullying, are covered in PSHEE sessions, and there are many other opportunities for discussion, reflection and peer support through the student leadership groups and through the curriculum. A Diversity and Inclusion Committee made up of students and staff is also a vehicle for discussion to enable improvements to be made.
- Catering in our Dining Hall can make arrangements for special dietary requirements and should a student need to eat separately, she will be supervised appropriately.

There is clear illustration of the help available and opportunities to raise issues with individual members of staff or recourse to policies such as the complaints procedures (e.g. in Student /Parent Handbook).

Related Policies and Documentation:

- Advisory Curriculum
- PSHEE Curriculum
- RSE curriculum
- Health and Safety Policy
- Management of Mediations Policy
- Health and Wellbeing Policy

AWARENESS AND OBSERVANCE

Policies are circulated to staff by email, Staff Briefings on Mondays and scheduled to be discussed in regular Staff Meetings and on professional development days. Issues of concern are raised about individual students in pastoral meetings and, as needed, communicated to the Senior Team. Codes of behaviour are considered and discussed by the girls as part of the PSHEE course and annual induction.

Information about policies is available to students in the Student/Parent Handbook on the website and are reviewed annually by senior leaders. Board Committees, and the full Board of Governors have oversight of all policies every three years or annually if so required (E.g Safeguarding and Health and Safety Policies etc.)

Marymount reviewed its SENDA position and updated its Accessibility Plan approximately three years ago. The following improvements to the site and access were implemented:

IMPROVEMENT	TO IMPROVE ACCESS FOR:	DATE BEGUN	DATE FINISHED
Improved access to RSHM Wing through main and courtyard entrances allowing ground floor access to Parlour 2, Seminar room 3, Art Studios and Studio Workshop	Any disabled visitors or member of staff/ student	June 2019	September 2019
Level access to Steam Hubs 1 & 2 via a new path leading to wheel chair accessible side entrances.	Any disabled visitors or member of staff/ student	March 2019	September 2019
New external door access to the School and Boarding Reception has allowed for a level entrance into the school	Any disabled visitor or member of staff/ student	June 2020	September 2021

APPENDIX 1

PARTICULARS OF EDUCATION AND WELFARE PROVISION FOR students WITH STATEMENTS OF SPECIAL EDUCATION NEEDS AND LEARNING DIFFICULTIES AND DISABILITIES

A child has special educational needs if she has diagnosed specific learning difficulties or exhibits talents/gifts which require special provision to be made.

THE PHILOSOPHY, AIMS AND OBJECTIVES OF THE LRC

Marymount is dedicated to ensuring “that all may have life and have it to the full”, developing each student’s full potential, and providing students with the support required to enable them to question, challenge and contribute meaningfully as intellectual and compassionate global citizens.

The School recognises that every student is entitled to a broad and balanced curriculum through which a student can progress according to her academic potential, talents and interests. To achieve our Mission of developing our students into “lifelong learners,” the goal of the Learning Resources Centre programme is to enable students to develop the skills necessary to become effective, efficient, self-regulated learners. Teaching and learning in the programme is therefore underpinned by educational research in self-regulated learning and integrated fields including self-determination, motivation, learning difficulties, and cognitive psychology as they relate to self-regulated learning. The LRC teachers are highly experienced in relation to understanding and supporting the special educational needs of these students and have developed a range of evidence-based materials and resources appropriate for this work.

All teachers have responsibility for helping to meet the needs of and supporting students with learning difficulties. These students can expect to have the same opportunities to experience success and to be fully integrated into all aspects of School life as their peers. The School’s core curriculum is inclusive and differentiated, based on the principles of:

- Setting suitable learning challenges
- Responding to students’ diverse learning needs
- Overcoming potential barriers to learning

There are some circumstances in which additional support or action is required if students with difficulties are to meet their academic potential. The philosophy and aims of the LRC are to support these students to become independent, self-regulated learners, able to accurately reflect on their own approach and relate that approach to their academic achievement, and confident in developing the skills, strategies, attitudes and behaviours they need to thrive academically as the level of challenge increases throughout the MYP and DP.

THE MAIN OBJECTIVES OF THE LEARNING RESOURCE TEACHERS ARE:

- to advise and support staff on appropriate differentiation strategies
- to provide teachers and students with materials and resources for differentiation and to develop contextualized ‘approaches to learning’
- to provide evidence-based individual or small group instruction to students who have difficulty in accessing the curriculum or developing particular skills
- to support students with their applications for accommodations and modifications on exams, SATs, ACTs and other standardized tests

GIFTED AND TALENTED

Gifted students are those with the potential to exhibit superior performance in a specific subject area or across a wide range of areas. Students who are recognised as having the potential to perform two years ahead of their peers, achieve at the 95%ile or above on the PSAT test, or who are identified during the Admissions process, are automatically placed on the Enrichment Programme Register and their progress is monitored through the reporting process. Students who require additional challenge in one or more subject areas can be provided for informally through in-class extension and enrichment activities or the Enrichment Team for their Grade. A

Formal Written Plan can be developed for students who would benefit for more formal or systematic enrichment or extension as agreed by their teachers, parents, and the students themselves. Students may also self-nominate. Provision is made through differentiated opportunities in areas such as:

- Specific Academic Aptitude
- Creative and Productive Thinking
- Leadership and Social Awareness
- Visual and Performing Arts
- Speech and Language
- Psychomotor Ability

The progress of gifted and talented students is monitored through both the reporting process and target setting within students' Formal Written Plans.

IDENTIFICATION, ASSESSMENT, PROVISION, MONITORING AND REVIEW

A process of identification, assessment, provision, monitoring and review has been established in accordance with the Code of Practice. This process recognises that there is a continuum of Special Educational Needs and that the needs of the majority of students with learning difficulties lie at the School Action stage and can be met through differentiated instruction or a combination of differentiated instruction and support lessons.

Occasionally, based on the School's thorough review of assessments and student performance, a decision will be made to modify the curriculum for an individual student. This provision is appropriate when a student cannot meet the demands of the curriculum of one or more subjects, despite adequate and effective differentiation by the teacher and appropriate effort by the student, or when the student needs substantially more time than her peers to learn and complete classwork and homework. Any modification made to the timetable or curriculum of a particular subject must be agreed by the LRC teacher, subject teachers and Deputy Head (Academic). The School reserves the right to make such evidence-based decisions in order to best support students. If there is a requirement to modify a student's timetable and educational offering, the student's parents will be informed beforehand.

IDENTIFICATION

A subject teacher, Advisor or Head of Year who is concerned about a particular student's progress will complete a Referral Form and submit it to the relevant LRC teacher (supporting Grades 6-9 or 10-12). Students may be also identified by:

- The LRC teachers (upon a review of pre-entry assessments and admission records, current school reports, Educational Psychologist reports and/or Standardised test, ALIS, Yellis, and MidYis results)
- Any member of SMT
- Any member of the Boarding team
- Parents
- The student herself

ASSESSMENT

The Referral Process includes a review of all available assessment data, including the perspectives of various stakeholders, the students' most recent and previous School Reports, and a comprehensive file review. Stakeholders may include the Head of Boarding, SLT members, the School Counsellor, parents and the student herself. Once the causes for any underachievement are identified, a plan is collaboratively developed that includes recommendations to teachers about differentiation strategies, accommodations, and modifications; recommendations to the student about her approaches to learning and, where appropriate; recommendations to parents, including referrals to outside specialists.

If appropriate, the student may be placed on the LRC Register. An Action Plan including weekly or biweekly LRC lessons will be drawn up for students added to the Register. In consultation with various stakeholders, including parents, the student may also be referred for an Educational Evaluation. Whenever possible, educational evaluations are arranged to take place at school. If a diagnosis is made, the LRC teacher will use the

Evaluation Report to draw up an Individual Education Plan (IEP). The IEP will include accommodations, modifications, and differentiated instructional strategies, learning targets, and information about examination concessions. Students, parents, and teachers (through the referral process) have input into student IEPs. Progress against learning targets is reviewed regularly through each student's LRC e-Portfolio, feedback from teachers and parents, the reporting system, twice yearly LRC Progress Reports, and IEP meetings.

A further means of assessment is through standardised testing which occurs each year in autumn. Middle School students sit the Yellis, students in Grade 9 sit the Midyis, students in grades 10 and 11 sit the PSAT, and students in Grade 11 sit the ALIS. These tests are utilized internally for diagnostic purposes.

PROVISION

Typically, provision of support to students on the LRC Register includes differentiated instruction within the classroom, small group and individual LRC lessons, and peer tutoring. There is no additional charge for this provision of support, although privately paid-for dyslexia or dyscalculia tutoring can also be arranged during the school day as needed. For Middle School students, LRC lessons will replace either PSHEE, Mandarin, or one of their Arts lessons, as agreed by parents, as this arrangement allows them access to the full MYP curriculum. For High School students, LRC lessons replace 1-2 free periods per week. Underpinned by research in the field of self-regulated learning, Learning Resource Centre support is designed to promote self-regulation, rather than remediate basic skills such as spelling or computation. Teaching aims to develop students as capable independent learners by emphasizing the approaches to learning that form the heart of the IB programme and are underpinned by educational research in the fields previously mentioned. Instruction focuses on building each student's use of effective learning strategies and processes, with the aim of helping the student to access the curriculum effectively, efficiently, and independently. Collaboration with the student's teachers and consultation with parents is important in this process.

The LRC teachers are also available for individual consultation at a student, teacher or parent's request. The Director of Specialist Programmes also coordinates the whole school Approaches to Learning CPD Programme and the New Teachers Induction Programme, with the aim of aligning teaching and learning at the School with the conceptual, student-centred, process-focused and differentiated pedagogical approach that is both expected by the IB and is understood to be what helps high achievers and students with learning difficulties alike thrive in challenging academic programmes.

MONITORING AND REVIEW

Individual learning targets are established for each student on the LRC Register at their IEP meetings at the beginning of each school year. If a student has a diagnosed learning difficulty, these targets are included in the IEP; if not, they are outlined in the student's Action Plan. Progress against these targets is monitored through the student's LRC e-Portfolio; feedback from teachers, parents and students and; reviews of Reports and standardised test scores. The LRC teacher prepares 'interactive' Progress Reports, written by the student and the LRC teacher, biannually for parents of all students on the LRC Register; parents are invited to provide their own input into these progress reports at the end of each Semester.

ACCESS TO THE CURRICULUM

At Marymount we strive to offer the least restrictive academic programme possible to our students with special needs, thus we provide all students with the fullest possible access to both the IB Middle Years and Diploma programmes. However, on a rare case-by-case basis exceptions can be made. The curriculum within a particular MYP subject can be modified as needed, or the academic programme on the whole can be tailored to an individual student's specific needs as agreed by the Deputy Head, LRC teacher, student, and parents. In the case of IB Diploma Programme students who may not be able to manage the full IB Diploma Programme, despite support, on rare occasions a student may be encouraged to undertake a programme consisting of IB Course Certificates if it appears she is unlikely to pass the DP or thrive in the programme, even when an appropriate level of support has been offered.

EXAM ACCESS ARRANGEMENTS

At both the MYP and DP levels, students on the LRC Register take their exams, including DP exams, separately. In accordance with their Educational Evaluation recommendations, exam concessions including extra time (between 25%-50%), a reader or reading software, extra breaks, extended breaks, prompting, and using a school lap top to complete exams can be offered to students with learning difficulties. If a student requires a scribe this can be accommodated but must be arranged and paid for privately. Any access arrangement provided must be supported with appropriate documentation, as per IB guidelines.

LIAISING WITH TEACHERS AND OTHER SPECIALISTS INVOLVED IN THE WELFARE OF THE STUDENTS

Each subject teacher across the School receives a copy of the IEP, Action Plan or Formal Written Plan for all students with special educational needs. Additionally, the LRC teachers liaise with subject teachers on a regular basis to monitor student achievement, provide differentiation strategies, and determine how best to support or extend and enrich students in their classes.

Training has been provided for staff through the Induction process, faculty meetings, INSETs, and Professional Learning Community modules on topics including:

- Differentiation, Scaffolding and Modifying curriculum
- The Referral Process
- The Enrichment Programme Nomination Process
- Teaching Approaches to Learning
- Approaches to Student-Centred Teaching
- Self-Regulated Learning

The LRC teachers communicate with the Deputy Heads, Head of Boarding, Advisors, Houseparents, the School Nurses, Designated Safeguarding Leads, and the Life Coach/School Counsellor with regard to the progress and welfare of individual students. The LRC teachers also contribute to any pastoral team meetings which review the progress of individual students causing concern.

External tutors hired by the student's parents will need to have a full understanding of the IB Programmes in order to complement the teaching and learning taking place in school. They should liaise with Marymount faculty in order to help provide meaningful learning support.

PARTNERSHIP WITH PARENTS

As explained above, it is important that families understand the programme well and agree with its aims and approaches before students enroll in the school, so the LRC teachers meet with prospective families during the Admissions process in order to explain the programme and answer any questions. After these meetings and before final offers are made, the LRC teachers endeavour to make recommendations to the Admissions Team and other stakeholders to support a particular student's transition to the School. Once an offer is accepted, IEPs are drafted for students with diagnosed learning difficulties and shared with families for their input. When an enrolled student received a new diagnosis, an IEP will be written upon receipt of the Educational Psychologist Report. Action Plans are written for all students without a diagnosis who require LRC support. Teachers in the LRC department strive to maintain highly collaborative relationships with parents, so all parents hold copies of their daughter's IEPs, Action Plans, or Enrichment Programme Formal Written Plans, are invited to annual meetings discussing these plans, and are given opportunities for input into LRC or Enrichment Programme provision. The LRC teachers also maintain regular informal communication with parents through email, by phone and by in-person meetings as needed, and more formal IEP meetings can be arranged to update the IEP at any time this is deemed necessary.

LRC RESOURCES

The LRC Programme is a unique programme designed to promote self-regulated learning, thus teaching and learning resources are evidence-based to meet this aim. The LRC department aims to provide a welcoming, positive learning environment, conducive to the development of self-regulated learning. The classroom for LRC

students in Grades 10–12 is located in an office in the Library, where there is space for up to four students to work comfortably. The classroom for LRC students in Grades 6–9 is located in a classroom in Gailhac, where there is space for up to eight students to work comfortably. Students are able to use their own laptops or iPads during their LRC lessons. Most lessons are arranged to be individual, pairs, or in small groups of no more than three students. The LRC teachers have responsibility for the process of identification, assessment, provision and monitoring and review of students with learning difficulties.

The use of technology such as reading software, dictation software, organization software, and Office 365 platforms such as Teams and OneNote are used to support teaching and learning. All students maintain a OneNote e-Portfolio throughout their time in the programme.

STAFFING

Our Learning Resource Centre (LRC) is staffed by two qualified experienced teachers. The Director of Specialist Programmes has a Master's degree in Special Education and a Doctorate awarded on the basis of research conducted in the field of self-regulated learning with an emphasis on learning difficulties, gifted education and the International Baccalaureate Diploma Programme. This was awarded by King's College, London. The Learning Resource teacher has a BA & PGCE in Modern Languages and Literature awarded by the Oporto University, Portugal, and extensive experience in supporting students with a wide range of learning difficulties and with English as a second language.

EAL PROVISION

As an international school, diversity among students and staff is celebrated and enjoyed. Given many students come from a variety of cultural and linguistic backgrounds, it is essential that support in learning English is provided to ensure that the curriculum can be accessed effectively. Students entering Marymount London with limited proficiency in English receive appropriate additional support within the curriculum. Non-native speakers are assisted in reaching proficiency in English through a five-level ESL programme in Grades 6–10 (MYP). The levels offered are Beginner (open to Grades 6–8), Pre-Intermediate (open to Grades 6–7), Intermediate and Upper-Intermediate (open to Grades 9–10), Advanced (open to Grade 10). The Beginner (Eng. B1), Pre-Intermediate (Eng. B2) and Intermediate (Eng. B3) levels receive English provision of 8 periods per 10-day cycle provided by a qualified ESL/English B teacher. Upper-Intermediate (Eng. B4) and Advanced (Eng. B5) also receive 8 periods per cycle, again provided by a qualified ESL/English B teacher. (Please see the Language Policy for further details).

APPENDIX 2

ACCESS POLICY AND ACCESSIBILITY OF BUILDINGS ON THE CAMPUS

It is the policy of the School to provide adequate and safe access for disabled persons. It is also the policy of the School to make reasonable adjustments to the premises in order to achieve the above. The accessibility of the various buildings and areas on the campus is given below.

1. Main House and RSHM Wing (purchased 1955, constructed 1926).

There is no easy access for wheelchairs through the front, side or rear outside doors of this building although improvements to the ground floor RSHM Wing have made a number of teaching spaces accessible. The school has portable ramps that can be used to aid access to all ground floor spaces. The ground floor houses a conference room; the Business Office, the Headmistress's office; the Deputy Head's (Academic) Office, Art rooms, the FabLab, Kiln Room, server room, two unisex cloakrooms and three students toilets. The 1st and 2nd floor houses the offices for Admissions, Development, College Counsellor and faculty, the IB Diploma Lounge, Seminar Rooms, Guest Accommodation and Boarding accessed via staircases.

2. Chapel (constructed 1926).

There is easy wheelchair access via the external door to the Chapel and main Sacristy but not via the connecting door into Gailhac Hall.

3. Gailhac Hall (constructed 1956).

There is wheelchair access from the entrance courtyard to the ground floor classrooms, school and boarding office, faculty office, staff and student cloakrooms. The rear door and interconnecting corridor to the Butler building is via multiple steps. The 1st floor boarding area is accessible via staircases.

4. Butler Hall (constructed 1959).

There is no easy access for wheelchairs through the North entrance, however level access has been created on the South side and to the Dining Hall. The 1st and 2nd floor boarding areas access is via a staircase.

5. St Josephs (constructed 1996).

There is easy access through the ground floor doors to classroom 19, Infirmary, laundry, Boarder's kitchen and the adjoining dining hall in Butler and the Auditorium. The 1st and 2nd floor boarding areas access is via staircases.

6. Auditorium (constructed 1959).

There is easy access through the main external door to the auditorium; male, female and disabled cloakrooms and the adjoining ground floor of St Josephs. There is no access to the stage or 1st floor drama and music practice rooms. There is wheelchair access to both ground floor music rooms

7. Sports Hall (constructed 1984).

There is indirect wheelchair access to the ground floor's main hall and changing rooms via the rear emergency exit doors. There is no wheelchair access via the main ground floor entrance or to the 1st floor's gallery; staff offices, and fitness suite. There are planned improvements to internal routes to improve comfort of accessibility with a long term plan to extend the building allowing for ground level access to a main entrance to make both facilities on ground and 1st floor fully accessible.

8. Our Lady's (constructed 1992).

There is indirect wheelchair access to the ground floor classrooms, Student, male and unisex disabled cloak-rooms, circuitous pathway detouring around the steps down from the main path to the front door. There is wheelchair access via a ramp to the 1st floor's Library, Female cloakroom and Seminar rooms.

9. Steam Hub (constructed 1969 Refurbished 2019).

There is a level access path for wheelchairs through the side entrances to both Steam Hub spaces via step free suitably sized doors.

10. Science Centre (constructed 1981).

This single story building does not have easy access for wheelchairs through the main outside doors although the school has portable ramps that can be used to aid access. The building houses 3 teaching science labs, a female toilet and a prep room.

11. Pedestrian Pathways.

There is a program to improve paths and access across the Campus, and accessibility is key to any repairs, upgrades or new routes to help the school community navigate the campus.

12. Pedestrian/Vehicular Access & Parking.

There is one road entrance and one exit to the campus; a one way system. The main pedestrian entrance is via a separate gate adjacent to the vehicle entry gate or through the vehicle exit gate. There is an emergency/very large goods vehicle entrance from Ballard Close onto the rear drive along with a wheelchair accessible pedestrian gate. There is a 10 mph speed restriction on all driveways. Visitor and delivery parking is available in the main drive or main road (George Rd). Staff and Boarder's parking is on the sides of the rear drive or the rear car park with dedicated parking for the school minibuses. There is a reserved space for a disabled visitor. Disabled staff parking can be accommodated in the minibus parking area.

13. Driveways.

The main driveway at the front of the campus was resurfaced in 2008. The rear driveway is starting to fail, resurfacing this area is planned for 2021

14. Water Hazards.

There is a small pond in the grounds which is fenced off.

15. Multiuse sports field and Tennis Courts.

These are regularly inspected by the P.E. and Facilities staff. The multiuse sports field is grassed. The Upper Tennis Court is accessible via ramps, while the Lower Tennis Court / AWP is only accessible via a stairway.

APPENDIX 3

ACCESSIBILITY PLAN 2021-2025

It is the policy of the school to provide adequate and safe access for disabled persons. It is also the policy of the school to make reasonable adjustments to the premises in order to achieve the above. The School is not in a position in the short or medium term to provide boarding facilities to students requiring wheelchair access. It is the intention to include this provision in the next major upgrade to boarding facilities but this is likely to be in 3 – 5 years. In the next three years it is planned to concentrate on improving the accessibility to the teaching and common areas.

Planned timetable

BUILDING / AREA / FACILITY	IMPROVEMENT	EXPECTED OUTCOME	ESTIMATED COMPLETION DATE	COMPLETED
Science Centre	Create flush access during path refurbishment		2023	
Gailhac Hall rear door to gardens	Rebuild double garden steps to include access ramp to replace right side set of steps	The creation of a step free access from the driveway directly to the school side, using the main route for staff students and visitors	2024	
George Road entrance to campus	Create new pedestrian access to entrance of campus with adequate width path and drop kerbs	The creation of a safe pedestrian and wheelchair accessible route from the front gates to the main entrance to the school	2022	
Sports Hall extension to incorporate a school gathering space	Build in accessibility and Disabled facilities as required within the planning consent	Deliver safe disability access to the school gathering space and entire sports hall	2021-2026	
Grounds	To continue with improvements to the path network as part of a master plan for the gardens allowing greater accessibility for disabled and wheelchair users	Create safe access to navigate across campus	2020-2025	
Lower Multi-use games area	The lower tennis court been re-surfaced and refurbished into a multi-use games area there a fit for purpose route although via steps. A step free accessibility route is being planned for the future	Allow good access to the sport's programme and sporting activities	2023	
Improve signage and external access for visually impaired people.	Audit of signage around the site. Addition of improved signage where necessary.	Visually impaired people feel safe in the grounds. Access around the site easier for all.	2021-2023	
Increase access to curriculum	Teachers' effectiveness with differentiated instruction to be emphasized during appraisal process and additional training offered as needed. Teachers' participation in PLCs (during 2020- 2021 academic year) with specific focus on teaching for self-regulated learning and differentiating, scaffolding and modifying curriculum; teaching AtL in IB programmes.		2020-2021	

BUILDING / AREA / FACILITY	IMPROVEMENT	EXPECTED OUTCOME	ESTIMATED COMPLETION DATE	COMPLETED
Improve provision of information	<p>Continue New Teachers' Induction Programme to support new to Marymount Teachers in aligning their instructional practices with the student-centred philosophy shared by the school and the IB.</p> <p>Director of Specialist Learning Programmes to deliver parent information presentation on Self-regulated Learning, Accessing the IB Programmes, How to support your daughter in the IB at Marymount.</p>		<p>Annually</p> <p>2020-2021 and ongoing</p>	Completed for 2021
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	<p>Continue to provide training on practical differentiation strategies available in the classroom.</p> <p>Ensure staff use strategies suggested by specialist teacher including access to PowerPoints/lesson notes/worksheets in advance, additional time and use of laptops/tablets as appropriate.</p> <p>Include specific reference to SEN/disability equality in all curriculum reviews; Department Chairs/ SLT to monitor provision.</p> <p>Provide additional training to staff on equality issues related to 'protected characteristics' to ensure all are aware of their duties (Disability and Discrimination Act/ Equality Act).</p>	<p>Increased Staff confidence in providing appropriate teaching and support for students with disabilities.</p> <p>No significant gap in progress between students with SEND and other students.</p>	2020-2022	
Ensure access arrangements and reasonable adjustments are applied consistently.	<p>Devise strategies for teachers to implement individual's access arrangements as part of their normal way of working.</p> <p>Increased focus during appraisal process to ensure consistency of approach.</p> <p>Review procedures to ensure access to reasonable adjustments for IB Programmes and comply with IB requirements.</p> <p>Review Admissions policy and procedures to ensure that reasonable adjustments are made consistently and accurately.</p>	Students with SEND are treated consistently.	2020-2022	
Ensure PE team provide alternative access for students with disabilities	PE team to devise own guidelines for supporting all students to actively participate in all lessons. (Premises plan shows limited access to sports hall)	Full access all curriculum areas.	Ongoing	
Raise awareness of disability equality issues across our community	<p>Provide additional training governors on disability equality issues to ensure all are aware of their duties under DDA.</p> <p>Develop PSHEE and Citizenship curriculum to address disability equality awareness with students. PSHEE report to the Education Committee.</p>	Increase awareness of disability equality	2020-2022	PSHEE curriculum for students has been addressed (2021)
Ensure that students are able to raise any queries/issues 'concerns' about access or provision	<p>Worry boxes are available on campus.</p> <p>Regular reminders by DSL of who to turn to if students have any concerns or needs.</p> <p>Advisors to be aware of individual concerns and check in with students throughout the year.</p>	Any barriers to learning minimised	Ongoing	

BUILDING / AREA / FACILITY	IMPROVEMENT	EXPECTED OUTCOME	ESTIMATED COMPLETION DATE	COMPLETED
Ensure information in lessons, assemblies and arranged events can be read on the board and screens and that teacher's/ presenter's voice can be heard by all individuals.	Audit of premises and learning spaces to ensure position of screens/ boards and sound facilities are optimized. Director of specialist learning programmes to consult with relevant students to review their experience.	All students can see and hear lessons and participate fully in lessons Avoid exclusion of individuals with visual/hearing impairments during presentations.	2021-2022	
Offer the provision of all key documents in a larger typeface, with read- aloud technology or in a different language if required.	Use of Microsoft Teams Immersive Reader etc. Consider high visibility option on website Ensure all staff are aware of guidance on accessible formats through IT training	Improved delivery of information to individuals with disabilities	2019-2021	IT training for Microsoft delivered 2020
Review the use of ICT to support students with disabilities in the classroom.	Research new technologies for individuals with specific learning difficulties or any with hearing or visual difficulties. Sound facilities are optimized when classrooms refurbished.	Improved delivery of information to individuals with disabilities	2020-2021	IT training delivered 2020. Facilities and sound panels reviewed as classes reviewed – ongoing.

Approved:

May 2021

To be reviewed:

May 2024