

Special Educational Needs and/or Disabilities (SEND) Policy

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Introduction

1. Mill Hill Education Group (the 'Group') is the trading name of The Mill Hill School Foundation. It is a group of independent mainstream Schools which together educate girls and boys aged 6 months to 18 years. It currently comprises:

Senior Schools (day and boarding)

Mill Hill School
Mill Hill International
Cobham Hall

Pre-Prep and Prep Schools

Lyonsdown School*
Keble Prep*
St Joseph's in the Park*

Pre-Prep / Prep / Senior up to GCSE

Kingshott (ages 3 years to GCSE)*
Abbot's Hill (ages 6 months to GCSE)*

Prep School

Belmont Preparatory School

Pre-Prep School

Grimsdell Pre-Preparatory School*

*Schools with EYFS provision

2. This Policy covers all the Group's Schools, including EYFS.
3. This policy aims to encompass all appropriate issues relating to special educational needs, learning difficulties and disabilities that ensure a pupil's individual educational needs are met effectively.
4. This policy takes full account of the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice 2015, Statutory Guidance in Supporting Pupils with Medical Conditions 2017, and the Data Protection Act 2018. Where appropriate, the Group Schools endeavor to follow guidelines to ensure the most effective learning experience for our pupils is provided in order that they may reach their full potential.
5. This policy should be read in conjunction with the following:
 - Safeguarding and Protecting the Welfare of Pupils Policy
 - Accessibility Plan
 - Health and Safety Policy
 - Equality, Diversity and Inclusion Policy (Pupils)
 - Equality, Diversity and Inclusion Policy (Staff)
 - Recruitment, Selection and Disclosure Policy
 - Admissions Policy
 - Promoting Positive Behaviour Policy
 - Anti-bullying Policy
 - Curriculum Policy
 - Expulsion, Removal and Review Policy

Ethos of the Group

6. Mill Hill Education Group offers an inclusive learning environment for inquisitive boys and girls. We aim to develop thoughtful, motivated and responsible young people with a global outlook through the provision of

a first-class education to boys and girls from 6 months to 18 years and to support its pupils in the passage from childhood to adulthood; we help them to thrive and find their own path to happiness and success through the range of curricular and co-curricular opportunities presented by each of our schools. We value the diversity of our school community and appreciate the contribution that pupils with Special Educational Needs (SEN) and/or Disabilities can bring to school life (referred to as 'SEND' throughout this policy). This policy aims to encompass all appropriate issues relating to special educational needs, learning difficulties and disabilities that ensure a pupil's individual educational needs are met effectively.

Statement of Intent

7. The Group is committed to providing an environment which values and includes all pupils, staff, parents, guardians and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to developing a culture of awareness, tolerance and inclusion. The Group makes reasonable adjustments to cater for pupils so they can embrace the Group. The Group will make every reasonable effort to provide disabled access to its pupils, staff and visitors.
8. Our grounds are stunning and comprehensive, but our buildings are a mix of old and new. At present our oldest buildings do not provide for the level of physical and sensory access seen in our newer buildings. The Group will continue to work towards improving access as outlined on the Accessibility Plans published within the Group.

Definition of Special Educational Needs (SEN)

9. The SEND Code of Practice 2015 referred to above states that:
 - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A child of compulsory school age or a young person has a learning difficulty or disability if he or 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 him or her from making use of facilities of a kind generally provided for others of the same age; or
 - has special educational provision that is educational or training provision that is additional to or different from, that made generally for other young people of the same age

A child is defined as having special educational needs if he or she has a learning difficulty which requires something different from or additional to the provision provided for most children or young people their age. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age; or, it means a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.

10. Children will not be regarded as having a learning difficulty because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's Policy on English as an Additional Language (EAL). They may have, in addition to EAL, an additional learning difficulty which is demonstrable in their first language.

Definition of Disability

11. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).
12. Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Policy Objectives in respect of Pupils with SEN and/or Disabilities (SEND)

13. The Objectives of this Policy are:
 - To maintain a continuity of support for pupils with SEND across the Group.
 -
 - To develop a partnership between teachers, pupils and their parents/guardians that encourages pupil confidence in the learning process.
 - To continue to develop a positive attitude to areas of SEND through regular INSET, updates of appropriate developments in the area of SEND and access to the SENCo/Head of Learning Support for staff to seek advice and support.
 - To give new academic staff SEND-based induction.
 - To use a graduated procedure, in the manner recommended in the SEND Code of Practice: 0 to 25 years (2015).

Policy Aims in respect of pupils with SEND

14. The objectives of this Policy are achieved through the following aims:
 - To ensure that pupils with SEND have equality of access to a broad and balanced curriculum, including the National Curriculum, with other pupils within the Group.
 - To promote effective partnership between parents/guardians, pupils and staff in the education of pupils with SEND and to involve outside agencies where appropriate.
 - To create an environment in which all pupils with SEND have the opportunity to achieve their potential, thus acknowledging that all pupils have the right to equal opportunities and should be supported in developing their skills to the optimum.
 - To ensure that each child with SEND and/ or a disability is ensured a smooth transition into the School where a pupil's current needs will be communicated and met.
 - To identify and assess a pupil's SEND as early as possible.
 - To ensure that the pupils themselves (wherever possible) are encouraged to participate in all the decision-making processes.
 - To recognise the difference between a pupil who has a SEND and one for whom English is an additional language (EAL), and in addition to be aware of those for whom both of these issues are present.
 - To raise awareness of the assessment and identification and review processes that have been set up for meeting a pupil's SEND.

- To raise staff awareness of SEND being a whole school responsibility, encouraging inclusive classroom practice and, where necessary, curricular programmes in order that pupils' individual needs are addressed.
- To ensure a culture within which every teacher in the Group understands that he/she is a teacher of pupils with SEND.

Categories of Need of Pupils with SEND

15. Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.
- a. Communication and Interaction. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they may have a difficulty in saying what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with Autistic Spectrum may be likely to have particular difficulties with social interaction.
 - b. Cognition and Learning. Support for learning difficulties may be required when children or young people learn in a different way to their peers, for example through their speed or pace of learning. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
 - c. Social Emotional and Mental Health Difficulties. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, displaying increased anxiety levels or exhibiting a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.
 - d. Sensory and/or Physical Needs. Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

Access to the Curriculum by Pupils with SEND

16. All pupils have access to the curriculum across the Group schools with inclusive teaching styles, presented as Quality First Teaching (QFT), to address the differing needs of children. In some cases, a plan to remove barriers to learning may recommend modifications in response to a pupil's individual educational needs. Teachers are expected to have high expectations of all pupils and to differentiate to ensure all access this learning. In this way, all pupils are supported and encouraged to achieve their potential; pupils with special educational needs receive help according to their needs. Parents and pupils are involved as partners in the educational process. We follow DfE guidance to reduce educational failure and maximise the potential of all children with special educational needs.

Access to Information on SEND

17. Across the Group information regarding individual pupils with SEND can be readily accessed by all teaching staff. All staff are informed of how and where to locate relevant SEND information for individual pupils.

Admissions for Pupils with SEND

18. We believe that having a SEND should not be a barrier to achievement. Treating every child as an individual is important to us, and we welcome pupils with special educational needs and or disability, providing that our Learning Support Department can provide them with the support that they require. Whilst we are able to offer a range of support across the Group, we do not have the facilities to offer highly specialised and intensive support. Parents of children with learning difficulties and/or disabilities must inform the School Admissions Department and/or SENCo, when submitting the Registration Form of any disabilities and/or special education needs which may affect their child in the admissions process and/or their ability thereafter to fully participate in the education provided by the School so that it can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. Please refer to the Group Admissions Policy for further details.
19. If a candidate has an external Professional Specialist report that states their need for extra time due to a SEND and they are currently in receipt of extra time as their standard way of working in their current setting, children will be given additional time in their entrance exam. Requests for extra time must be made at the time of registration. This similarly applies for other access arrangements e.g. reader, laptop etc. Pupils will be reassessed periodically during their time at the Group to ensure that all access arrangements remain valid and up to date. Pupils at secondary school are only entitled to exam access arrangements in accordance with JCQ regulations. See points 31-36 below.

Identifying Pupils with SEND

20. We believe early identification of SEND, where appropriate, is essential to ensuring the best possible results for our pupils. Identification is through high quality summative and formative assessments, teacher observations and parental feedback or concerns. In some cases, evidence will be drawn from external specialists. If this is the case, it is best practice for any professional assessor to be chosen and agreed jointly by the school and parent/guardian. The school must have contact with the professional to ask any questions. Information in reports conducted before joining the Group can be out of date and not representative of our setting, therefore we reserve the right to request a new assessment if it is deemed necessary to the progress of the pupil. For specific guidelines on how each individual school identifies pupils with SEND please refer to the individual school's SEND handbook.

Inclusion

21. Pupils with SEND have access to the full life of the School, including curricular and extracurricular activities. A positive view of learning difference is actively promoted and confidentiality is ensured; there is sensitivity to the stigma sometimes associated with SEND.

Recording Progress of Pupils with SEND

22. Meeting the needs of pupils with SEND is a whole school responsibility; accountability at every level ensures pupils make progress. The Group seeks to measure overall progress consistently within our robust school assessment processes. In addition to on-going monitoring of progress, the individual schools will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers. Please refer to the individual school's SEND Handbook for details on recording progress of SEND pupils.
23. Each School ensures there are clear lines of communication in place to ensure the needs and views of pupils with SEND and their parents/guardians are heard and responded to. This may take the form of lesson observations, learning walks, book scrutiny, pupil voice, stakeholder surveys or termly or annual review.

Early Years Provision

24. The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). For details of the designated teacher responsible for coordinating SEN provision in the EYFS provision at each relevant School, please see Appendix 1.

The SEN Lead in each School (see Appendix 1) or the form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

25. Where a child appears to be behind expected levels and 'Early Help' sought, the cycle of action: assess/plan/do/review is used to create a graduated response to needs, this is carried out throughout the year. Decisions to involve specialists are taken in discussion with parents and parents are informed if their children are to receive SEN support. Any child on SEN support will have a pupil profile that provides teachers with support and guidance. The school's SEN Lead manages these profiles and is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary, in close liaison with the child's class teacher (Key Worker).

Pupils with an Education Health and Care (EHC) Plan

26. The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.
27. If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.
28. Where a prospective pupil has an EHC Plan, the Head in conjunction with the Head of Learning Support, and appropriate members of the Senior Leadership Team will consult to ensure that the provision specified in the EHC Plan can be delivered by the School.
29. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.
30. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to

the Local Authority if the Local Authority is responsible for the fees and the School is named in Section 1 of the EHC Plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a 'reasonable adjustment' where no charges will be made in accordance with the provisions of the Equality Act 2010.

31. How VAT affects school fees for children with SEND depends on whether they have a local authority funded EHCP and what it advises. Where local authorities fund pupils' places in private schools, for instance, because the school is named in the pupil's EHCP, local authorities will be able to reclaim the VAT they are charged on these pupils' fees. However, where parents and guardians choose to send their child with SEND to a private school, VAT will be applied to their fees and parents cannot reclaim the VAT. This applies where the child has an EHCP, but the local authority has decided that a private school place is not necessary to meet their needs.

Training

32. Mill Hill Education Group has an on-going programme of Continuing Professional Development opportunities both in and out of the school for all staff. The SENCOs/Heads of Learning Support at each school deliver training to staff as needed. Specific training needs are met as required.

Exam Access Arrangements for Pupils with SEND

33. Particular attention is given to ensuring that examination access arrangements for pupils with learning difficulties/disabilities are correct and comply with the Joint Council for Qualifications (JCQ) regulations. As defined by JCQ, September 2024:

" Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments' ".

34. At Mill Hill School, Mill Hill International, Abbot's Hill, Cobham Hall and Kingshott, members of staff who work with pupils with SEND with regards external examinations attend yearly training on Access Arrangements to ensure they are fully cognisant of any changes to JCQ regulations and to ensure the school complies fully with JCQ regulations. This may include the Head of Learning Support, Exams Officer, Exams Assistant and some of the Learning Support Teachers (MHS), and the Exams Officers at MHI, Cobham Hall and Kingshott.

35. Assessment for access arrangements can only be conducted by an internal specialist assessor or a school approved external assessor. Prior to any external educational assessments, parents must speak with the Head of Learning Support at the relevant school. This complies with JCQ regulations as defined by the JCQ September 2024:

"A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCO to make appropriate and informed decisions based on the JCQ regulations."

36. For more detailed information regarding access arrangements please refer to the individual schools' SEND Handbook and/or Access Arrangement policy.

Concerns

37. The Group will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's SENCo or Housemaster/Housemistress/teacher/tutor if their child's progress or behaviour gives cause for concern.

Responsible Persons for Pupils with SEND

38. The 'responsible' person for SEND is the Head of each School (see Appendix 1).
39. The person coordinating the day-to-day provision of education for pupils with SEND in each school is the SEN Lead. They may be called SENCo /SENDCo Head of Learning Support / Head of Student Support / Learning Support Coordinator (see Appendix 1).
40. The School Governors are reported to on SEND issues and developments annually via the Governors' Education Committee, when appropriate.

Liaison within the Group

41. The Heads of Learning Support of Group Schools will meet annually to share good practice and to discuss the transition of pupils from one Group School to another. There is a professional commitment to sharing good practice and raising the profile of SEND in a positive way throughout the Group.

Policy Aims for Pupils with Support Needs

42. Where Schools within the Group are selective (MHS, MHI, Belmont, Grimsdell), admission to the 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.
43. Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Group and to satisfy the current admissions criteria, the Group is committed to providing those reasonable adjustments.
44. In most cases where the Group agrees to provide additional services such as learning support, no extra charge will normally be made. Where additional charges do need to be made at a level that reasonably reflects the cost to the Group of providing an unusually high level of support, parents will be advised of such charges in writing and in advance.
45. In order to meet the needs of pupils with SEND, the Group requires full information. The Group will ask all applicants for admission to one of its schools to disclose whether they have received any academic/learning support and/or have had an external specialist's report from their previous school or college or have any

disability or other condition of which the Group should be aware.

46. In assessing a pupil or prospective pupil, the Group may need to take advice and require assessments as appropriate. The Group will be sensitive to any issues of confidentiality. The parents of the pupil will be expected to bear the cost of such advice or assessments.

Expectations of Staff

47. All staff have a responsibility to:

- ensure that they do not treat a disabled person less favourably than someone else for a reason relating to the person's disability;
- not indirectly discriminate against a pupil with a disability by failing to make a 'reasonable adjustment' when a disabled pupil is placed, or is likely to be placed, at a 'substantial disadvantage' in comparison with a person who is not disabled.
- if a pupil discloses a disability to you, request their permission to forward this information to relevant colleagues; and if a teacher, to give consideration to delivery methods, materials available in alternative formats, provision of course materials (e.g. by larger font size in printed materials) in advance and appropriate assessment.

Accessibility Constraints for Pupils with Disabilities

48. One of the obvious problems that the Group has in accommodating pupils with a disability, in common with many other Schools of a similar type and age, is the layout of the various School sites, premises and plant. For specific School constraints, please see Appendix 2.

The most challenging and long-term aspect of our Schools' Accessibility Plans concern access for the physically and sensory disabled. For example, at present the Group is not able to provide unimpeded access for wheelchair users across all areas of the campuses and in all buildings. We do, however, have a number of wheelchair ramps held centrally and deployed to each of the schools on an as required basis. These are capable of being used with motorised wheelchairs that can be positioned at ground level around the Group to assist wheelchair users gain access to buildings where there are steps. For full details, see each Schools Accessibility Plan, which also give details of the ways in which disabled pupils can participate in the curriculum, and the availability of accessible information for disabled pupils.

Review

49. This policy will be reviewed on an annual basis to ensure the Group and its schools meets the needs of those pupils with SEND.

This Review: March 2025

Next Review: March 2026

This policy has been approved by the Executive Team on 5th March 2025.

Appendix 1: Responsible Persons and Persons Co-ordinating SEND day-to-day, by School

The 'responsible' person for SEND is the Head of each School.

The person coordinating the day-to-day provision of education for pupils with SEND in each school is the SEN Lead. The job titles of the Leads may differ in each School. Please see the table below.

School	Head	SEND Leads in Schools	Head of SEN in the EYFS
Grimsdell, Mill Hill Pre-Preparatory	Mrs Kate Simon	Ms Kim Vanstone SENDCo, & Assistant Head (Pastoral)	Ms Kim Vanstone
Belmont, Mill Hill Preparatory	Dr Susannah Abbott	Mrs Louise Watters	N/A
Mill Hill School	Mr David Benson	Ms Lisa Silverman Head of Learning Support	N/A
Mill Hill International	Mrs Sarah Bellotti	Mrs Helen Fleming Learning Support Lead	N/A
Cobham Hall	Mrs Wendy Barrett	Katriona Topps Head of Student Support	N/A
Lyonsdown School	Mrs Rittu Hall	Mrs Catherine Landucci SENDCo	Mrs Catherine Landucci SENDCo
Keble Prep School	Mr Perran Gill	Mrs Moya Wright SENDCo	Mrs Moya Wright SENDCo
St Joseph's in The Park	Mr Douglas Brown	Helen Owen-Woodward Head of Learning Support	N/A
Kingshott School	Mr David Weston	Mrs Wendy Suter SENDCo & Head of Learning Support	Mrs Wendy Suter SENDCo & Head of Learning Support
Abbot's Hill	Mrs Sharon Schanschieff	Mrs Claire King SENDCo & Assistant Head Pastoral	N/A

Appendix 2: Physical Accessibility - Specific School constraints for pupils with disabilities

- a. Mill Hill International School. The site consists of a number of buildings located in a 'U' shape around a central open area with tennis courts and sports areas elsewhere on the site. The main building is listed. The classrooms are in the original listed building over two floors and in associated single and two storey buildings throughout the site. There is no lift access.
- b. Grimsdell Mill Hill Pre-Preparatory School. The School is a former house and as such its layout is compact, but classrooms are spread over three floors and there is no lift access.
- c. Belmont Mill Hill Preparatory School. Covers a site of some 40 acres. The classrooms are based about two central quadrangles over two or three stories with no lift access except to two buildings. 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. The School is situated in a Conservation Area and some of its buildings are listed. There is a lift in the Roger Chapman building.
- d. Mill Hill School. The site covers a wide sloping site of some 120 acres. The plant consists of many separate buildings of many storeys and most are 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 teaching 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.
- e. Cobham Hall. Cobham Hall is Grade 1 listed. Its 40 acres of natural parkland grounds are stunning, but School buildings are a mix of old and new. The main building consists of three main floors which are served by a number of staircases with numerous changes in level. The main teaching block is single story and accessed via an open bridge. Access to the buildings is not wheelchair accessible. Due to the configuration of the buildings there are no lifts / stairlifts. Any alterations would require listed building consent and due to the historic listing, these alterations would not be permitted due to the significant impact on the historic features of the building.
- f. Lyonsdown. The School was originally built as a house, with a new annex added in the past 15 years. There are no classrooms on the entrance floor from the main door. All classrooms require an ascent or descent using stairs. The new annex has a lift from the entrance into the hall. This provides access to the first floor of the annex, where the Year 4, 5, 6 and ICT rooms are located. Access to any other parts of the school requires the use of stairs. This includes to the toilets.
- g. Keble Prep. There are 5 buildings on the site. The Senior School building is on two floors with the ground floor and first accessible. It has one internal staircase and an external fire escape staircase. The Junior Building is on 3 floors with the ground floor accessible and a side emergency exit (and staircase to each floor). The more recently built Harper Building has a lift and is fully accessible. The gymnasium and music room, incorporating peripatetic teaching spaces, are all on ground level. As there are no fields on site, we use the grounds at Winchmore Hill Cricket Club for Games lessons, either accessed by walking or use of the school minibuses.
- h. St Joseph's In The Park is situated within the grounds of Hertingfordbury Park. The school features outdoor learning spaces, a Forest School, and a swimming pool, all set within expansive parkland. The school has 4

main buildings, Parklands, Reception (admin) & Woodlands, Early Years and the main 2 storey building which house years 1-6 and the school hall. The main 2 storey building has 2 sets of staircases (one at each end) with the ground floor being accessible. The hall is on the ground floor and is accessible. The music room is on the second floor of the hall and accessed via a staircase. There are no lifts at St Joseph's.

- i. Kingshott. There are 5 buildings on site. The senior building is on two floors with both accessible via a lift, all specialist classrooms are physically accessible, including peripatetic teaching rooms; there are accessible toilet facilities. The building lights automatically turn on upon motion sensing. The sports and drama facilities are fully physically accessible with accessible toilet and shower facilities. The Ashbrook building has two floors, accessible by a lift, with accessible toilet facilities on the ground floor. There are no specialist teaching rooms in the building. The Rowan building is on the ground floor and is completely accessible with accessible toilets. Oakfield House building is the original building and is not accessible. This means that the main office, the Library, the school shop and Learning Support is not available to any stakeholder with a mobility barrier. There is limited access to DT department, the dining room and the medical room.

- j. Abbot's Hill. The main (Senior) School building was originally built as a large private house c. 200 years ago. There are no classrooms on the entrance/ground floor. All classrooms require an ascent or descent using stairs which are either steep or winding. There are dining facilities, library and toilets on the ground floor but fundamentally the building is ill-suited to a pupil with a significant physical disability. The other onsite buildings including the Nursery, Prep School and Davison (Sports/Theatre) are more modern and therefore more accessible. The aforementioned buildings are either single story or have lifts to facilitate (non-emergency) access and egress. 78 acres of landscaped grounds and woods, including three small(er) forestry school sites. Unfortunately, while route access is an ongoing task the site is not fully accessible to those with a significant physical disability, except the sports 'pitches, sports' hall and theatre. The swimming pool is not equipped with specialist handling equipment/hoists. The Stable Block has a cobbled access so has limited access for wheelchair users.