

Accessibility Plan 2026-2029

Aims

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. The aims of this Accessibility Plan are to ensure that the Group continues to work towards increasing the accessibility of provision for all students, staff and visitors to the Group Schools. **This Policy relates to Abbot's Hill School** which is one of the Group's schools. Abbot's Hill is a co-educational day school and nursery for pupils aged 6 months-16 years.

The Accessibility Plan contains relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of the education, facilities and services provided
- Improve the availability of accessible information for disabled students

The Group is committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information.

We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

Legislation and guidance

- This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Group also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- Full details can be found in the Group's Equality, Diversity and Inclusion Policies (Staff) (Pupils)

Accessibility Constraints for Pupils with Disabilities

One of the obvious problems that the Group schools have in accommodating pupils with a disability, in common with many other schools of their type and age, is their layout and plant. Abbot's Hill's constraints are:

The main (Senior) School building was originally built as a large private house c. 200 years ago. There are no official classrooms on the ground floor although the library is used daily as a teaching space. 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 storey, have ramps or have lifts to facilitate (non-emergency) access and egress.

Abbot's Hill's site consists of 78 acres of landscaped grounds and woods, including two 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/hoist. The Stable Block has a cobbled courtyard on an uneven slope so has limited access to the ground floor for wheelchair users. The first floor of the Stable Block can be accessed via an external pathway and a ramp.

The most challenging and long-term aspect of our Accessibility Plan concerns access for those with physical disabilities. At present the Group is not able to provide unimpeded access for wheelchair users across all areas of the school and its grounds. We do, however, have a number of portable wheelchair ramps held centrally which can be deployed around the school site. These are capable of being used with motorised wheelchairs that can be positioned at ground level around the school to assist wheelchair users gain access to buildings where there are steps.

The Equality Act 2010 - Schedule 10.3. (2)(a) - Increasing the extent to which disabled pupils can participate in the School's curriculum

Targets	Strategies	Outcome	Timescale	Progress achieved
Inclusion in Curricular and co-curricular programme	Implementation of procedures within the SEND Policy (MHEG) Where viable, make physical adaptations, provide appropriate equipment and adult support if necessary to ensure the curriculum (including co-curricular and sport) is fully accessible to pupils with disabilities. To ensure all school trips and residential visits are accessible for pupils with SEND. Ensure the needs of SEND pupils are met in public examinations.	Common application of policy and approach Pupils with disabilities are included and have full access to the curriculum. Assessment of co-curricular activities to have inclusion at its heart. School trips and residential visits are accessible for all pupils. Educational Visits Coordinator (EVC) to keep up to date with current regulations and information on specific pupils, to be disseminated by the Health Care Assistant or the on-duty medical lead to trip organisers and leaders. The school follows the SEND guidance issued by JCQ regarding public examinations. This information is updated on an annual basis as candidates are entered for their public examinations.	Reviewed as part of on-boarding of pupils and staff and when changes to the cohort occur or as visitors needs arise.	Abbot's Hill continues to follow SEND Policy (MHEG) and provides feedback as policy during the yearly review process. Physical adaptations are made on an as required basis and within the parameters of reasonable adjustments. The majority of School trips are accessible. Two of our minibuses are now accessibility compliant. EVC is up to date with all regulations, especially those concerning SEND, and checks relevant organisation's websites regularly for up-to-date guidelines regarding learning outside the classroom. The School SENDCO (senior school) is an approved JCQ assessor for Access Arrangements.
Training for staff to teach and support pupils	Abbot's Hill SENDCOs will continue to seek advice from experts and promote disability equality via INSET, CPD and assemblies in order to support staff and improve skill levels. Ensure all teaching staff are fully informed with the SEND and EAL requirements of all the pupils they teach.	Better support and communication with pupils with learning difficulties and/or disabilities and or SEND. Teachers and LSAs aware of pupil needs. Detailed information and support available to staff	Reviewed as part of onboarding of pupils, but also any emerging needs	Students with additional needs (SEND, Pastoral and/or medical) have a Pupil Passport. SEND documentation is clearly accessible from the teachers' intranet page. Whole staff training is provided on a regular basis to improve teachers' knowledge, awareness and ability to adapt lessons for those with additional needs.

				Staff are signposted to relevant resources regarding supporting those with additional needs. Both the Prep School and Senior School have dedicated areas for learning support to take place and for teachers to seek advice when required.
Full integration of pupils with SEND	Full disclosure of relevant information between all Schools and parents and where relevant external professionals at pupil transfer	Quality of provision and care is continuous and consistent	Continuous	Year 6 pupils attend an additional SEND transition afternoon. A full transition meeting takes place for internal pupils with the SENDCOs in the Prep School and the senior school. Pastoral Staff including the SEND team contact the pupil's prior school where necessary. Parents are asked to declare and share relevant SEND information at the point of application. Advice is sought from external agencies / professionals when necessary Additional parental meetings are held to ascertain the needs of the child and discuss what support can be reasonably provided for both those joining as part of phase transfer or as part of the in-year admission process. All students who have an identified need have a Pupil Passport that outlines their needs, strategies and difficulties in lessons to raise teacher awareness and ensure their needs

				are being met throughout the school day. The Pupil Passport is written in conjunction with the pupil, the parents and SENDCO. It could include classroom-based adaptations, any specialist equipment, seating plans etc.
Evaluation and progress	Regular meetings of the Special Educational Needs Coordinators (SENCOs) in prep and senior take place bi-weekly.	SENDCOs review current and prospective pupil needs and use this information to investigate what further reasonable adjustments might be required SENDCOs review training needs of staff based on current and prospective pupil needs and plan for these accordingly. SENDCOs plan strategically for the direction of the department, including any upcoming transition of pupils between prep and senior	Continuous	Regular SENDCO meetings established and taking place consistently. Regular training to staff being provided. Transition is smooth for pupils and there is ongoing sharing of good practice. For example, online support platforms across the school for continuity.
Behaviour	Promote positive attitudes to those with disabilities by ensuring that disability is represented in posters, collages, displays and learning. Celebrate and highlight key events such as Deaf Awareness Week, Neurodiversity Awareness Week and Dyslexia Awareness assembly. Posters are displayed around the school outlining protected characteristics and it is discussed across the school in PSHE lessons and other curriculum areas as appropriate.	Any incidents of harassment and bullying of those with disabilities are addressed and recorded through the anti-bullying policy and the pastoral care within school. This is in line with KCSIE (updated annually).	Continuous	Expectations re behaviour, anti-bullying, and equality and diversity are addressed in Mill Hill Group policies and reinforced daily across Abbot's Hill School.
Equipment	All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with learning difficulties and/or disabilities, for example visual impairment, and every reasonable effort is made to purchase equipment, learning and other resources that meet the needs of such pupils in a better way than the existing equipment it replaces, or runs alongside specifically for those pupils.	Improved access to the curriculum	Ongoing	On-going as part of the procurement process Hearing Loop – St Nick's Hall and a music room.

The Equality Act 2010 - Schedule 10.3. (2)(b) - Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Targets	Strategies	Outcome	Timescale	Progress achieved
General condition of the estate	All new buildings will meet the legal requirements laid down in the Disabilities Discrimination Act 1995, the Building Regulations 2000, the Health and Safety at Work Act 1974 and the Equality Act 2010. This would include any other regulations or laws from the Health and Safety Executive.	Improved access to areas of the campus and its buildings. Where physical access to the site is difficult for a prospective pupil, Abbot's Hill recognises the need to be proactive in enabling such access. Accordingly, such pupils will be individually assessed and where reasonable: access will be enabled, or potentially classes moved, to ensure learning is not disrupted.	Ongoing	
Redecoration	Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (DDA compliant) to benefit pupils with visual impairments. Contrast of skirting, door architraves, handrails, etc. Select furniture and equipment that is suitable and accessible for those with disabilities.	School development plans re: continuing refurbishment and upgrading of existing facilities where appropriate: advice to be taken from architect and research re: educational implications of any planned improvements.	Ongoing	When redecoration and refurbishment are in the planning, the educational implications are considered. Step edges are painted annually to support those with visual impairment. Estates Manager inspects the site regularly to ensure they are safe and fit for purpose.
Lift access	Consider improved access as part of new builds and, where appropriate, refurbishment programmes or any significant building work.	Improved access to areas of the site and its buildings.	Ongoing	There are currently two lifts at Abbot's Hill.
Parking	Continue to review provision in accordance with site requirements	Ensure there are appropriate disabled parking spaces across the site and reserve any parking spaces as and when required	Continuous	Planned review of car park.

Toilets	Continue to review provision in accordance with site requirements and legislation	Toilet provision has been adjusted and re-assigned due to Abbot's Hill moving to become co-educational.	Ongoing	Additional toilets have been made gender-neutral, that can be used by all, to meet the current school needs.
Lighting and Sound	A light level of a minimum of 300 lux will be maintained in all working areas, except Science, DT and Art classrooms- which will be 500 lux External lighting will continue to be continually reviewed and replace or upgraded when required Appropriate acoustic levels will be maintained in all classrooms	All students and staff are working in the correct lighting and sound conditions, which contributes to an effective learning environment	Ongoing	Lighting and sound conditions maintained. Update of external lighting.
Fire exit routes for persons of restricted mobility	Consider the accessibility of all fire exit routes for persons with restricted mobility or disabilities	All persons with restricted mobility or physical disabilities are given a personal evacuation plan (PEEP). Any adjustments identified from the PEEP assessment will be discussed with the pupil's Head of Year and Assistant Head Pastoral and adjustments will be implemented as necessary and communicated to all staff and parents.	Ongoing	Nursery have two evacuation cots stored on the outside of the building, each with space for 6 children, which are used for the evacuation of the majority of children under 2 years. Any additional non-walking children are carried by a member of staff. PEEP Assessments have been fully implemented and used with success. They are updated as when required, outlined on the individual document.

The Equality Act 2010 - Schedule 10.3. (2)(c) - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled				
Targets	Strategies	Outcome	Timescale	Progress achieved
Admissions documents	The Admissions Department will arrange for documents to be provided to parents in a format that suits their needs as far as is reasonably possible, for example, audio transcription of key documents or enlarged print	Improved accessibility to information and admission to the school.	Ongoing	This has yet to be required
General documentation	Enable improved access to written information for pupils, parents and visitors. Create and offer information in alternative formats. Investigate how to make Abbot's Hill website have accessibility features and options.	Improved accessibility to information.	Ongoing	Accessible versions provided as required. Pupils make use of Immersive Reader and/ or colour veil and have access to their own school device which allows for lesson resources and other relevant information to be easily accessible with the option of editing as required to suit specific needs, e.g. enlarged or change of font colour/ background Any videos shown include subtitles. Admissions Team in conversation with web developers.
Examinations	Access arrangements are considered and put in place where required in line with JCQ guidance to create a 'level playing field'.	Improved accessibility for optimum pupil performance.	Ongoing	The School SENDCO (senior school) is an approved JCQ assessor for Access Arrangements. All senior staff receive training on what Access Arrangements are, the application process and the types of evidence required. This manages expectations about who should be having Access Arrangements and ensures consistent practice. The senior SENDCO conducts

				reviews into how Access Arrangements are delivered across subjects and into which students are using them effectively. Invigilators receive appropriate training to ensure they can provide any necessary support as required, e.g. reader, scribe etc. Pupils are provided with written examination instructions where required, e.g time warnings or any other usually given verbal commands. The senior SENDCO and the Exams Officer continue to work closely together. Reasonable adjustments are made for those sitting entrance assessments when supporting documentation cites a need.
Parental communication	Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs.	Ensures that parents are fully informed on all necessary matters, so they can fully support their child's education.	Ongoing	Parents with a hearing impairment are encouraged to use the Otter App. Appropriate seating at events. Parents are communicated to in a format that suits them, for example, email instead of phone calls for those with hearing impairments. Interpreters are welcome into the school as necessary and provision will be made for them to attend events as required

The Accessibility Plan is subject to continuous monitoring, refinement and audit by the Head, SENDCOs, Assistant Head Pastoral and the Estates Manager.

This Plan was approved by the Head: Date: 1 October 2026