

MAIDEN ERLEGH SCHOOL

ACCESSIBILITY PLAN 2018/19

INITIAL APPROVAL	May 2018
REVIEW FREQUENCY	Three years
REVIEW DATE	



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Maiden Erlegh Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Trust motto is “**schools for the community, schools as a community**” as our aim is that every school in our Trust, whilst espousing our values and ethos, and having a core of common policies and procedures, will serve its own community’s needs in a bespoke way and also create a feeling of community within its own school. In that way all the potential and talents of every child and every member of staff will be nurtured.

The plan will be made available online on our schools’ websites, and paper copies are available upon request.

Maiden Erlegh Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, this procedure sets out the process for raising these concerns.

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’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Annex 1 - Action plan for Maiden Erlegh School

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	By date	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for all students including those with additional needs.</p>	<p>Ensure we meet the needs of any new students.</p> <p>Ensure that the Purple Pathway curriculum meets the needs of learners.</p>	<p>SENCO to ensure that appropriate CSP in place for disabled students (and Medical Care Plan if appropriate).</p> <p>Review of the Purple Pathway SoW.</p>	<p>BD</p> <p>BD</p>	<p>Ongoing</p> <p>Jan 2019</p>	<p>Disabled students have full access to the curriculum.</p> <p>SoW is reviewed and modified to ensure that it is fit for purpose.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Portable ramps available • Corridor width • Disabled parking bay • Disabled toilets • Issues addressed as they arise. Eg Bikes locked to ramp 	<p>We continue to ensure that physical access is maximized.</p>	<p>Audit to be carried out by Site Manager and plan put in place to address any concerns.</p>	<p>JP</p>	<p>Oct 2018</p>	<p>Audit complete and timeline for improvements is in place.</p>



	<p>preventing access for wheelchair/buggy users.</p> <ul style="list-style-type: none"> • Lift in newer buildings and classes/events re-housed if appropriate. • Reasonable adjustments made to timetables to allow access to classrooms for all. • Access is considered during any refurbishment/new build. • PEEPs are put in place for anyone with limited mobility. 					
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal and exterior signage • Large print resources • Work with Sensory Consortium (for HI students) • Pictorial or symbolic representations 	<p>We are meeting the needs of students with a disability.</p>	<p>Work directly with disabled students to ensure that we are doing as much as we can to meet their needs.</p>	<p>BD</p>	<p>Jan 2019</p>	<p>Review is carried out and immediate improvements made where possible.</p>

Annex 2 - Accessibility audit for Maiden Erlegh School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

