



MAIDEN ERLEGH SCHOOL

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Purpose of Plan

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 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 purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Key Aims

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 e.g.:

- total access to our setting’s environment, curriculum, and information and
- full participation in the school community.

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 Local Advisory Board.

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

School Context

Maiden Erlegh School consists of a number of blocks built on a single, large site. The oldest buildings were established in the early 1960s and other buildings have been added over subsequent years, so some buildings are more dated than others. Most of the school is single storey which is very beneficial in terms of accessibility. Where there is a second or third storey, most areas are accessible by lifts. There are however some student and staff areas which are only accessible using stairways.

As a secondary school, the age of the students ranges from 11-19 years of age. There are approximately 1850 students and 300 staff on site. Currently, there are no staff members who are physically unable to access an area of the school. There are very few students who cannot access all parts of the school on a permanent basis. Where short-term limitations to access are incurred, for example a broken leg, a PEEP would be put in place to add the specific case.

The school is comprehensive and provides an ambitious curriculum for all students, including those with SEND and the most disadvantaged. The curriculum is dynamically reviewed and, where it is in the best interests of the students and reasonable to do so, bespoke provision is sought.

ANNEX 1: Maiden Erlegh School – Accessibility Plan

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Approximately 2/3 of the school is on 2 levels, with only the 6th Form on 3 levels. The rest of the school is single floor.</p> <p>Re-rooming takes place for students who cannot access a higher floor</p>	<p>Accessibility issues identified in the following areas:</p> <ul style="list-style-type: none"> - Currently no access to C20, 21, 22, 23 without using staircase - Fire exit in main office is not wide enough for a wheelchair and there are steps - No access to first floor drama room without using steps - No access to B2, B3 and B4 without using steps - No access to SEN inclusion area as the doorways are too small and there is no ramp - No access into the main floor area of the main hall - Ramp required to one of the sports hall doors - No access to PE staff rooms without stairs 	Site Manager	Ongoing review of need
Corridor access	Corridors are wide and kept clear of obstacles.	<p>A fire walk is carried out weekly to ensure that corridors are clear.</p> <p>Awareness of flooring, furniture, internal poles and layout in planning for disabled students</p>	Site Manager	Ongoing
Lifts	Passenger lifts service the main building. Goods lift is also in operation.	<p>Lifts are regularly maintained and serviced</p> <p>Students are not able to use lifts without supervision to ensure adequate Health & Safety provision. Review accessibility of rooms, if they have to be escorted by a</p>	Site Manager	Ongoing

		member of staff to use these lifts to access a class or an exam.		
Parking bays	Parking bays are all accessible and on ground floor level. There is once space clearly designated for accessible parking at the very front of the school.		Site Manager	Ongoing
Entrances	There is one main entrance to the school which is clearly signposted. Double doors in place and access via ground floor.		Site Manager	Ongoing
Ramps	Ramps are made available by the site team	Ensure ramps are in good condition and available when required	Site Manager	Ongoing
Toilets & Changing Facilities	Wheelchair Accessible toilets are available around the site in F, G & N. Two all-gender toilets are available for use as a toilet and changing rooms.	Maintain access to accessible toilets (with clinical waste bins) Consider making additional accessible toilets available	Site Manager	Ongoing
Reception area	The Reception is situated by the front door, on the ground floor, with wide double-door access. The designated disable parking bay is adjacent. Seating is available.	Ensure that the is only used by cars displaying the appropriate badge	Site Manager	Ongoing

Internal signage	Internal signage indicates the fire route	<p>All internal fire signage was reviewed by the MES site team following the Fire Risk Assessment which was received in January 2020. The most recent Fire Risk Assessment carried out in October 2021 did not have any findings in terms of signage.</p> <p>Any new signage should continue to be at an appropriate height. Could also consider whether this should have braille?</p>	Site Manager	Ongoing
Emergency escape routes	<p>Wide Corridors</p> <p>Double doorways</p> <p>Evacuation chair</p>	<p>All areas of the site have external push-bar fire exit doors ensuring safe evacuation throughout each building</p> <p>internal fire doors have been reviewed and significant improvements funded by a CIF grant.</p> <p>Fire exit in main office is not wide enough for a wheelchair and there are steps</p> <p>The Site Team ensure that pathways are kept clear of vegetation</p> <p>Deliver training to staff on usage of the new evacuation blanket and ensure they are serviced in line with health and safety requirements.</p> <p>PEEPS are used for staff and students who may have a need for assistance in an emergency</p>	<p>Site Manager</p> <p>Site Manager</p>	Ongoing
Student Examinations	See Appendix 3 of the Equality Policy for examination guidance which covers physical access, seating provision, access	Need to ensure there is digital clock available (specific clocks for this purpose have been purchased) in all exam rooms, including the computer rooms (C22 and C23) which are now being used for students with laptop and computer reader concessions.	Exams Officer SENDCO	Ongoing

	<p>arrangements and emergency evacuation procedures.</p> <p>Access arrangement testing is covered and reviewed by the SENDCO working with the HOY and teaching staff to ensure all who may be entitled are tested</p>	<p>Need to consider the layout of these rooms during exams for students with accessibility issues and/or invigilators.</p> <p>Check that we have chairs available with arms on them in case students require additional support during examinations.</p> <p>Read Write software is fully embedded and students and staff trained.</p>		
Curriculum	<p>Please refer to the latest SEND Information Report on our website under Key Policies. Common measures currently in place to ensure all students are able to access the curriculum include:</p> <p>CSPs and EHCPs to inform teachers on the support required for students. For example – larger texts for visual impairments.</p> <p>Tailored curriculum with varied pathways to ensure all students succeed.</p> <p>Regular CPD on various needs to ensure fully informed teaching.</p> <p>Timetabling to ensure access for those with physical needs,</p>	<p>Review the violet pathway provision for expansion into Key Stage 3.</p> <p>Training on Autism in Girls to be rolled out to all staff.</p> <p>Refresher training on the use of EHCP's and CSP's.</p>	SENDCO HT	Ongoing

	<p>both permanent and temporary.</p> <p>Training for staff with the use of technology to support various conditions – e.g., teacher microphones for hearing impairment and read write software.</p> <p>LASS testing to identify needs which are currently undiagnosed.</p>			
Ongoing Equalities signage and visibility	<p>Displays around school promoting equality and diversity</p> <p>Leaflets and information available</p> <p>Visibility of LGBTQ+</p>	<p>More displays in corridors around school and in various departments, similar to the LGBTQ+ and equality boards in English.</p> <p>Update the display board in the dining room</p> <p>Include an area in reception with leaflets/information</p> <p>More posters celebrating diversity</p>	D. Bell	Ongoing
Stairs for visually impaired people	Internal staircases do not have high visibility steps.	<p>Continuation of work carried out on dangers for VI.</p> <p>As stair nosing need replacing, the new nosing will be VI suitable.</p>	J Elliott	Ongoing
Ramp safety	C block ramp does not have a wall or barrier in place	A barrier/ handrail will be fitted to this ramp.	J Elliott	August 2022

Notification of emergency toilet pull cord activation	A light is used when the cord is pulled but no plan for responding.	All staff to be responsible and notified via bulletin	N Scott	December 2021
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