

Maiden Erlegh School in Reading

**ACCESSIBILITY PLAN
2019/2020**

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 in Reading

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>Ensure access to the curriculum for students with a disability</p>	<p>School offers a differentiated curriculum for all students.</p> <p>Well understood and embedded use by staff of CSP and medical support plans</p> <p>Resources are 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>Whole school training/briefing delivered to staff relating to students with disabilities or other additional needs</p>	<p>Ensure the school is fully aware of the needs of any students with disabilities and how those needs are best met.</p> <p>Where appropriate, bespoke transition arrangements are put in place to support students with disabilities as they join the school</p> <p>Curriculum is accessible and “reasonable adjustment” is made to facilitate access to the curriculum for students with a disability (e.g. appropriate furniture – height adjustable desks)</p>	<p>SENDCO/Medical welfare officer/ HoY to ensure that:</p> <ul style="list-style-type: none"> -appropriate CSP in place for disabled students. <p>Liaison with external agencies – eg NHS physiotherapists as appropriate</p> <ul style="list-style-type: none"> -Timetables and curriculum reviewed and adapted for students with disability -Other adjustments are made as necessary (e.g. rooming, leaving lessons early to support safe movement; awareness of needs for mass evacuation like fire drill) -External agencies (eg Sensory Consortium) used to support 	<p>BUR (SAHT) MWO SENDCO HoY</p>	<p>Ongoing</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>students with specific disabilities to support access.</p> <p>Visit from Sensory Consortium staff before transition to advise Site staff re bespoke adjustments needed</p>			
<p>Access arrangements for examinations are in place.</p>	<p>In PPE and Examination sessions to date Access arrangements have been put in place.</p>	<p>Arrangements now need to scale up for a full examination season.</p> <p>Arrangements are in place across assessment weeks and in-dept assessment</p>	<p>Ensure capacity of appropriate Access Arrangements are available to meet need</p>	<p>EL/Exams officer</p> <p>SENDCO/BUR</p>	<p>October 2019</p>	<p>Access arrangements successfully implemented</p>
<p>Students with a disability feel that the school is a positive and supportive environment</p>	<p>Disability discrimination is covered in PSMSC programme</p> <p>Positive examples of disabled people are referenced within the curriculum</p> <p>Our anti-bullying strategy supports inclusivity</p> <p>Stakeholder surveys evidence positive experiences inclusivity and equality</p>	<p>Continued positive feedback re-support for students with disabilities.</p>	<p>Explore further opportunities within the curriculum to develop positive, inclusive messaging about people with disabilities</p>	<p>BUR</p>		<p>Stakeholder surveys return positive results in this area.</p>

Annex 2 - Accessibility audit pro-forma for MAIDEN ERLEGH SCHOOL IN READING

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				