



MAIDEN ERLEGH SCHOOL IN READING

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Purpose of Plan

The Trust's values are; be inclusive, aim high and work together; our aim is that every school in our Trust, whilst espousing our values 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 purpose of this plan is to show how our educational setting intend, over time, to increase accessibility to the physical environment, the curriculum and written information. 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 pupils/students fairly, equitably and with respect. This involves providing access and opportunities for all without discrimination of any kind eg:

- To increase access to the curriculum for pupils/students with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of the schools to include all building works and contingency planning during the upgrades and developments.
- To improve the delivery of communications and information for disabled pupils/students and their families. The information should consider any disabilities that pupils/students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs for total access to the school'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 pupils/students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled pupils/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 School 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
- SEND policy
- Supporting students with medical conditions policy

School Context

Maiden Erlegh School in Reading is an 11-16 co-educational comprehensive school with Academy status, providing a high-quality education for 900 students. At Maiden Erlegh School in Reading, every teacher is responsible for the well-being and progress of all the students in their care, including those with SEND and the disadvantaged. The SENCo and support team provide additional interventions and resources where appropriate, to help SENDpupils progress and thrive.

Maiden Erlegh School in Reading is housed in a new 3 storey building, with lift and disabled toilets accessible. Careful consideration has been given to the accessibility of the buildings. The minibus, for external extra-curricular activities, has wheelchair access. The staff of Maiden Erlegh Trust speak over 40 different languages and are therefore able to translate if and when ~~appropriate~~ to ensure information is equally accessible for all families. The curriculum has different pathways in KS3 and KS4. Each SEND student is supported in the Curriculum Pathway that the school considers most suitable for them as an individual.

The school aims to provide resources as reasonable adjustments to support SEND students. Any resources and equipment that a student need will be considered based on recommendations made by specialist services.

ANNEX 1 – Accessibility Plan

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 risk assessments 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>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>SEND/CO/Medical welfare officer/ HoY to ensure that:</p> <ul style="list-style-type: none"> - appropriate risk assessment in place for disabled students; - Liaison with external agencies – e.g.NHS physiotherapists as appropriate; - Timetables and curriculum reviewed and adapted for students with a disability; - Other adjustments are made as necessary (e.g. rooming, leaving lessons early to support 	<p>DHT, Behaviour & Culture; MWO SENco</p> <p>SEND manager HoY/ pastoral team</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>Whole school training/briefing delivered to staff relating to students with disabilities or other additional needs.</p> <p>On-going monitoring of</p>	<p>Please refer to our latest SEND information report available under key policies on our website for further details of measures in place to enable all</p>	<p>safe movement; awareness of needs for mass evacuation like fire drill);</p> <ul style="list-style-type: none"> - External agencies (e.g. Sensory Consortium) used to 			

	<p>attainment data for students with SEND carried out by SENco as part of MER Standards Strategy. SENCO liaison with DHT, CL's and HOY's.</p> <p>Provision of homework club to support students as required with physical resources or other support to access and complete homework.</p> <p>Devices made available to students who require them to access learning during the school day, as considered necessary by the SENco.</p> <p>Annual review meetings held with parents to discuss the support provided to and progress of students with additional needs.</p>	students to access the curriculum.	<p>support 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>			
Access arrangements for examinations are in place.	In PPE and Examination sessions to date, Access arrangements have been put in place.	Staff are trained to assess the access arrangements required to support students in their exams and assessments. Access arrangements are regularly assessed and implemented to develop the 'usual way of working'. Arrangements are in	Ensure staff are trained to assess Access Arrangements. Consider the introduction of software to meet the requirements of access arrangements.	SENco/ Exams Officer Exams Officer	Ongoing Ongoing	Access arrangements successfully implemented, allowing students with additional needs to be able to access exams and assessments over their time

		place across assessment weeks and in-dept assessment.				at the school,
Students with a disability feel that the school is a positive and supportive environment	<p>Disability discrimination is covered in Personal Development programme.</p> <p>Positive examples of disabled people are referenced within the curriculum.</p> <p>Our anti-bullying strategy supports inclusivity.</p> <p>Ongoing process of ASSESS, 'PLAN, DO, REVIEW'.</p> <p>Teaching assistant support in class.</p> <p>Expansion of the school-based counselling and mentoring services.</p> <p>Weekly pastoral briefings for staff to increase awareness of the needs of our students as appropriate.</p> <p>Cover staff (internal and external) made aware of the needs of students through ClassCharts.</p> <p>All students are given access to extra-curricular</p>	Continued positive feedback re-support for students with disabilities.	<p>Explore further opportunities within the curriculum to develop positive, inclusive messaging about people with disabilities.</p> <p>Explore the possibility of a larger Inclusion space to meet the needs of our students (e.g. low sensory space).</p>	DHT, Behaviour & Culture/SENco/SENDmanager	Ongoing	Stakeholder surveys return positive results in this area.

	<p>enrichment opportunities as risk assessments allow and with additional support if required.</p> <p>Regular celebration of all students' successes (Hot Chocolate with the Head, HOY shout-out's, reward points via ClassCharts etc).</p> <p>Stakeholder surveys Evidence positive experiences, inclusivity and equality.</p> <p>Equality training is part of the induction process for all staff and there are regular CPD sessions on how we can support students with additional needs/disabilities.</p>					
<p>Ensure that the physical building and its operation supports students with disabilities</p>	<p>All access doors have ramps (including reception).</p> <p>Lift access to all floors. All floors are at one level, allowing full access for wheelchairs as required. Corridors are wide and are kept clear of obstacles.</p> <p>Step edges are differentiated to aid those</p>	<p>Continue to ensure physical access for all.</p> <p>Risk Assessments consider the specific needs of disabled students.</p>	<p>Annual accessibility audit of the site to be conducted.</p> <p>Consider specific needs of students with disabilities, risk assessment to be prepared and shared with staff as appropriate.</p>	<p>School Business Manager/ Site Manager</p> <p>SENDco/ SEND manager/ PastoralHOY's</p>	<p>Summer term</p> <p>As required.</p>	<p>Audit findings actioned.</p> <p>Risk assessments show consideration of needs of disabled students.</p>

	<p>with visual impairments.</p> <p>Accessible toilets.</p> <p>Ramp allows students with limited mobility or other needs to be brought directly to Reception entrance.</p> <p>Sufficient disabled parking spaces.</p> <p>PEEPs in place as appropriate for disabled students. This may include the use of evac sledges which are now present in each of the stairwells. Identified refuge areas in stairwells meet current evacuation standards,</p>		<p>PEEP's are prepared by the Medical Welfare Officer, approved by the Business Manager and are shared with staff as appropriate. PEEP process tested during drills</p>	<p>Medical Welfare Officer</p>	<p>As required.</p>	<p>PEEP process is effectively implemented and staff are aware of the needs of students as appropriate.</p>
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ANNEX 2 - Physical Accessibility Plan

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	N/a	N/a	N/a
Corridor access	Wide corridors, kept clear of obstacles.	N/a	N/a	N/a
Lifts	Yes. Regularly serviced and maintained. Students with a PEEP in place or where this has been included in a risk assessment based on the specific needs of students will be provided with a fob to access the lift. Evac sledges in place if required in the event of an emergency evacuation, fore marshals, SBM and site team trained in their use.	N/a	N/a	N/a
Parking bays	Disabled spaces available at front of school. 3 disabled bays available. The staff car park is accessible via stairs, however	N/a	N/a	N/a

	any member of staff with a disability are advised to park at the front of the school, providing direct access into our main entrance.			
Entrances	3 entrances, all accessible by wheelchair.	N/a	N/a	N/a
Ramps	Only required at main entrance to enable wheelchair access.	N/a – in place.	N/a	N/a
Toilets	Accessible toilets available on all floors.	N/a	N/a	N/a
Reception area	Fully accessible by wheelchair and by the visually impaired.	N/a	N/a	N/a
Internal signage	In place. May need to include changes in a risk assessment taking into account the specific needs of students joining the school.	N/a	N/a	N/a
Emergency escape routes	Clearly marked. Information available in each learning space. PEEPs in place for students or staff who are	N/a	N/a	N/a

	unable to evacuate independently or at the same pace as other staff and students. Emergency evacuation routes and signage as part of the latest Fire Risk Assessment.			
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ANNEX 3- Provision of Information Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
<p>Improve the delivery to disabled pupils and parents of information which is provided in writing</p>	<p>Advice from physical sensory service and language support service</p>	<ul style="list-style-type: none"> • Improved provision of information in different formats • Identify providers of 'translation' services • Information about the school available online or in large print on request • Signpost parents to IASS details 	<ul style="list-style-type: none"> • Pupils and parent with disability • Parents with disability 	<p>Summer 2025</p>	<ul style="list-style-type: none"> • Pupils and parents able to access information in different formats • Regular SEND updates in parent newsletter 	<p>Headteacher SENDCo</p>

ANNEX 4 - Preventing and Dealing with Discrimination Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
<p>Discrimination, harassment, and victimisation on the grounds of protected characteristics will be eliminated</p>	<ul style="list-style-type: none"> • School Behaviour policy • Trust policy • National College Training • CPD and face-to-face training • Anti-bullying procedures 	<ul style="list-style-type: none"> • Equality awareness is raised through: <ul style="list-style-type: none"> ○ information on the website ○ training during induction and the annual Safeguarding training • Equalities Training week <ul style="list-style-type: none"> ○ in the Staff Handbook ○ in the Home School Partnership Agreement • Personal Development curriculum ensures that all year groups receive Equalities education and that there is progression from Year 7 to Year 11 • Anti-bullying week activities • Rates of bullying and discrimination, harassment and victimisation based on protected characteristics do not happen 	<p>All stakeholders</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Rates of bullying and discrimination, harassment and victimisation based on protected characteristics continue to fall • Staff, parent and pupil survey to highlight any areas of improvement • Review staff handbook 	<ul style="list-style-type: none"> • Headteacher • SAB

		<ul style="list-style-type: none">• Parent, student and staff surveys				
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