



## **MAIDEN ERLEGH SCHOOL**

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<b>Review frequency:</b>	Every three years
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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 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 250 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 - Accessibility Plan

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

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.	Push button access is available for some doors, but some have stopped working, eg, N-block, need to consider replacing – wiring is in place for F/G block.	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)	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 car park 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, received in January 2020. The most recent Fire Risk Assessment carried out in October 2023 did not have any findings in terms of signage. Maps have, however, been updated to indicate evacuation routes.</p> <p>Any new signage should continue to be at an appropriate height.</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 – to include the production of an instruction video.</p> <p>PEEPS are used for staff and students who may have a need for assistance in an emergency</p>	Site Manager	Ongoing
Student Examinations	See Appendix 3 of the Equality Policy for examination guidance which covers physical access, seating provision, exams	Digital clocks are now available in all exam rooms, including the computer rooms (C22 and C23, C21, L5, B1) which are now being used for students with word processor and computer reader exams access	Exams Officer SENDCO	Ongoing

	<p>access, arrangements and emergency evacuation procedures.</p> <p>Exams 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>arrangements and exams conducted on computer by all candidates.</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 &amp; Write (computer reader) software is fully embedded and students and staff trained.</p> <p>Exam Write Pad (word processing software) familiarisation also needs to be provided by SEN team</p> <p>SENDCo is responsible for maintaining and publishing the register of approved exams access arrangements used to notify all staff, including the exams officer, of students' requirements in assessments</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>Review the violet pathway provision for expansion into Key Stage 3.</p> <p>Refresher training on the use of EHCP's and CSP's.</p>	SENDCO HT	Ongoing

	<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, 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>			
Ramp safety	C block ramp did not have a wall or barrier in place	A barrier/ handrail has now been fitted. Check maintenance on an ongoing basis.	Site Manager	Ongoing
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. Staff to be made aware of the protocol if the buzzer sounds  External access to toilet needs checking,	N Scott Site manager	September 2024

## ANNEX 2 - Physical Accessibility Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
Progressive planned improvements to the physical environment of the school to improve accessibility	Trust audit tool  Signage around school and in classrooms  Specialist furniture and resources	Undertake site audit to highlight areas of improvement  Classroom environment clearly labelled and organised  Reduce potential sensory overload by minimising use of lots of different coloured backing paper in one area	Persons with a disability	Audit (July 2024)  Other work is ongoing	Complete audit and plan of work developed  Classrooms and wider school environment have effective signage that is accessible to all  When identified, resources and specialist furniture purchased	AHT Site Controller Headteacher
Stairs for visually impaired people	Internal staircases do not have high visibility steps.	Visibility strips have been added to staircases around school.  Check and maintenance of the above including refreshing visibility paint on external staircases.	Visually impaired staff and students	Sept 2024	Accessible staircases with increased visibility are in place.	Site controller
All persons within the school environment are able to exit easily	Evacuation plan  Health & Safety audit	Persons who may have difficulty leaving the building in an emergency are identified and PEEP written	Persons with a disability	Ongoing	PEEPs written and relevant staff informed	School Business Manager  Site Controller

in the event of an emergency	PEEP					SENDCo
Ramps	Ramps are made available by the site team	Ensure ramps are in good condition and available when required	Persons with a disability	Ongoing	Ramps are available and being used	Site manager

## 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>	<p>Improved provision of information in different formats</p> <p>Identify providers of 'translation' services</p> <p>Information about the school available online or in large print on request</p> <p>Signpost parents to IASS details</p>	<p>Pupils and parents with disability</p> <p>Parents with disability</p>	<p>June 2025</p>	<p>Pupils and parents able to access information in different formats</p> <p>Regular SEND updates in parent newsletter</p>	<p>Headteacher</p> <p>SENDCo</p>

## ANNEX 4 - Preventing and Dealing with Discrimination Plan

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

		Parent, student and staff surveys				
Ongoing Equalities signage and visibility	Displays around school promoting equality and diversity  Leaflets and information available  Visibility of LGBTQ+	Displays are evident around the school in relation to diversity and equality.  Departments to continue to look for examples to celebrate diversity within their subject areas.	All stakeholders	Ongoing	Increased visibility and awareness regarding equality and subsequent reduced rates of discrimination	AHT  Headteacher