

Accessibility Plan

Maple Ridge School



Approved by:	Curriculum and Standards Committee	Date: October 12 th 2020
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Last reviewed on:	October 2020
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Next review due by:	October 2023
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1. 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Maple Ridge School aims to provide a broad and balanced curriculum for all pupils related to their identified needs through:

- The commitment and support of all staff and governors
- Appropriate differentiation of the curriculum to meet all levels of ability
- Positive attitudes and encouragement from staff
- An atmosphere of support in which self-confidence can grow
- Close involvement of parents with their child's learning
- An individual education plan for each pupil
- Group educational plans for literacy and numeracy
- Use of a range of approaches for pupils with autistic spectrum disorder including TEACCH*
- Additional support from outside agencies

**Treatment and Education of Autistic and related Communication Handicapped children-adults.*

The plan will be made available online on the school website, and paper copies are available upon request.

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have consulted a range of stakeholders in the development of this accessibility plan, through parent and staff surveys and INSET work with staff and governors, as it forms part of and sits alongside our school development plan.

2. 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 with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Each child has an individual education plan (I.E.P.) Children are included in differentiated group education plans for literacy and numeracy; Children are taught in small class groups with opportunities for individual support from the class teacher and learning support assistants (LSA); Access to the whole school curriculum including the National Curriculum, differentiated to meet the needs of all pupils; Availability of an eclectic mix of approaches such as intensive interaction, social stories, some of the principles of TEACCH (work schedules, work stations) Support in the delivery of speech and language, physiotherapy and occupational therapy programmes planned and monitored by health service colleagues; School funded OT support specialising in sensory processing Availability of Makaton signing and Picture Exchange Communication system (PECs) in conjunction with spoken language, to enhance functional language with pupils with 	To provide an ongoing cycle of CPD that ensures staff remain up to date, competent and confident in using required techniques, processes and systems according to school policies.	<p>Attention Autism regular updates termly following initial training</p> <p>All staff have training in the use of and practical application of OT</p> <p>Meds - termly training update, refresher on specific children, following induction training</p> <p>Makaton - in house training and then follow up monitoring to ensure consistency</p> <p>Visuals - in house training and then follow up monitoring to ensure consistency</p> <p>Complex need team to further develop bilateral groups and independent skills groups by supporting Teams to deliver in small groups across the classes</p>	AHT	December 2022

	<p>communication difficulties;</p> <ul style="list-style-type: none"> • Adaptations to the building to provide for the sensory and physical needs of pupils; • A whole school commitment to working in close partnership with parents. 				
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Gates and fencing to create zones in our outdoor space</i> • <i>Chairs and tables at different heights</i> 	To ensure that buildings, internal and external environment are maximised to meet children's learning and welfare needs.	<p>Additional changing space for children in Team 2 / Team 3 set up in existing accessible toilet modular 1.</p> <p>Full refurbishment of Team 1 toilets to provide more space to change children</p> <p>Willow and Beech carpets replaced with linoleum as used in other Team 1 classes.</p> <p>Learning wall full height/enclosed storage trialled in Beech for consideration to install in other older classrooms on a gradual replacement programme</p> <p>Sensory garden to have planters and planting installed and in use by the children</p> <p>Storage in place in Team 1, KS2 and Forest area to allow resources to be stored and children to make use of intended learning spaces</p>	HT	December 2022
Improve the delivery of information to pupils with a	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p>	To further develop the non-class based therapy team to provide shared support	<p>Staff survey to identify training needs for SaLT</p> <p>SaLT to deliver training sessions for</p>	DHT	December 2022

disability	<ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Pictorial or symbolic representations</i> • <i>Makaton</i> • <i>PECS</i> 	<p>across classes to meet children's needs</p> <p>To ensure that all stakeholders are able to easily access the information that they need and know the appropriate pathways for communication if they need to know more or discuss further.</p>	<p>specific aspects of SaLT identified through staff survey & relevant to the needs of all pupils</p> <p>In class resources available to each team for SaLT to ensure a consistent approach across the curriculum linked to individual & group targets</p> <p>SaLT targets for individuals to be on display in bays and whole class targets on display for all pupils & staff to see.</p> <p>School to develop and implement a communications policy that relates to communication with parents, children, within staff team, with and within governors and externally with the LA and service users.</p>		
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4. 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

5. Links with other policies

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

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

