



Access Policy

This policy also applies to the EYFS

Related documents

School Development Plan
Special Educational Needs and Disability Policy
Equal Opportunities and Anti-Prejudicial Discrimination Policy
Curriculum Policy

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1 Introduction

The Disability Discrimination Act 1995, as amended by Schedule 10 of the Equality Act 2010, places a legal requirement on all schools to increase accessibility for disabled pupils for a rolling period of at least three years. This policy is drawn up in accordance with Schedule 10 of the Equality Act 2010.

2 Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability 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 carry out normal day to day activities." Please see our Special Educational Needs and Disability Policy for further guidance.

3 Key Objective

To reduce and, where possible and reasonable, eliminate barriers to access to the curriculum and to full participation in Maltman's Green School community for pupils, and prospective pupils, with a disability.

4 Principles

Compliance with the Equality Act is consistent with Maltman's aims and equal opportunities policy, and the operation of Maltman's Special Educational Needs and Disability Policy.

Maltman's recognises its duty under the Equality Act:

- *not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services*
- *not to treat disabled pupils less favourably*
- *to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage*
- *to publish an Accessibility Plan for disabled pupils in compliance with Schedule 10.*

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life. We recognise and value parents' knowledge of their child's disability and its effect on her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

Maltman's provides all of its pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum and EYFS Framework 2025, which underpin the development of a more inclusive curriculum.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

5 Activity

5.1 Education & related activities

Maltman's will continue to seek and follow the advice of specialist services, such as specialist teachers for the visually impaired, hearing impaired and physically impaired and advisers and appropriate health professionals from the local NHS Trusts. Where an auxiliary aid or service would enable a disabled person to make use of the service, Maltman's will take reasonable steps to provide it.

5.2 Physical environment

Maltman's will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We continue to review teaching areas and assess acoustics, lighting, colour schemes and the accessibility of facilities and fittings. Where a physical feature makes it unreasonably difficult for a disabled person to access a service, the school will take reasonable steps to: remove the feature, alter it so it no longer has that effect; or provide reasonable means of avoiding the feature; or provide a reasonable alternative method of making the service available.

5.3 Provision of information

Maltman's will continue to improve the way in which information is delivered to pupils with disabilities. For example, information that is normally provided in writing (such as handouts, textbooks) is made more accessible for visually impaired pupils by providing it in larger print and through assistive technology.

5.4 Increased access to the curriculum

Maltman's will continue to make reasonable adjustments that enable pupils with disabilities to have better access to the curriculum, such as changes to teaching and learning arrangements, classroom organisation, timetabling, assessment and examination arrangements. The school will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum in advance, to ensure that learning support and other needs are identified and made known to relevant staff. These members of staff will also enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

5.5 Assistive technology

Maltman's will continue to develop its use of technology suited to pupils needs to enable them to access the curriculum more easily. For example, laptops, interactive whiteboards, text to speech software.

5.6 Other adjustments

In order to accommodate the needs of disabled pupils, Maltman's will make reasonable adjustments to school sports, school policies, breaks and lunchtimes, the serving of school meals, school discipline and sanctions, exclusion procedures, school clubs, educational visits and other activities, as well as preparation of pupils for the next phase of their education.

Maltman's will also make reasonable adjustments to the school for members of the public with disabilities to attend Open Days, Parents Evenings, concerts and plays, and for the use of the sports facilities.

6 Accessibility Plan

See attached Accessibility Plan (Appendix 1)

The plan covers a rolling three year period (November 2025 to November 2028) and is reviewed and updated on an annual basis. Resources are allocated for implementation of the plan from annual budgets according to the timescales given.

7 Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- *School Development Plan*
- *Special Educational Needs and Disability Policy*
- *Equal Opportunities and Anti-Prejudicial Discrimination Policy*
- *Curriculum Policy*

Appendix 1: Access Plan

November 2025 – November 2028

High priority: by November 2025		Review
Provision Information	Monitor and assess provision information and communication systems taking account of external SEN changes and School need.	Ongoing – SEN Plan review meetings on a regular basis
Medium Term: September 2026		Review
Physical Environment	Investigate cost and practicality of re-positioning the entry pad at the gates leading into the staff car park.	Not practical at present. Access to be provided by office staff and advisory signage fitted by January 2026.
	Feasibility study checking all circulation routes for 1.2m width for wheelchair access and any handrail requirements.	Outstanding – t to be reviewed by J Stevens with fire safety advisor over half-term October 2025.
	As and when new lighting is installed ensure PIR and LED.	This has taken place in new toilets. Ongoing as lights are replaced in other areas.
Long term: March 2028		Review

Access to the Curriculum	Annual review of provision according to SEND need.	Ongoing review, according to pupil SEN needs (see pupil SEN Plans)
Physical Environment	Investigate availability of temporary ramp.	Completed- temporary ramp is available for access to new blocks.
	Feasibility study of providing WCs within the Nursery and Reception areas to accommodate a wheelchair user.	Ongoing, review by HG
	Investigate possibility of a pool lift for access into Swimming Pool water.	Ongoing, review by HG
Provision Information	PEEP completed for child with hearing impairment	