



MALTMAN'S GREEN
SCHOOL

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 at least a rolling 3 year period. 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 2021, 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 SEN inspectors/advisers, and of 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 are continuing to review teaching areas and assessing 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 (March 2019 to March 2023) and is reviewed and updated on an annual basis. Resources are allocated to 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*

8 Appendix 1: Access Plan

March 2020 – March 2023

Access adjustments already completed <i>(prior to February 2019)</i>		Review
Access to the Curriculum	Develop staff knowledge and skills: SEND Reforms Inset for all teachers and teaching assistants (Autumn Term 2014).	
	Information on pupils with LDD is recorded on PASS and regularly brought to the attention of staff via e-mail and meetings (Staff Briefing, Phase Meetings, Heads of Department meetings and Form Tutors meetings).	
	Relevant staff are involved with the termly reviews of pupil's SEND Plans, along with the Head of Learning Support and parents, discussing and implementing any recommendations provided by external specialist agencies.	
Physical Environment	Level access and ramping has been provided to enable wheelchair access into the Lapraik Hall.	
	Ramp to fit double doors by music block to provide access between external staff car parking and main School building and offices.	
	An accessible WC has been provided in the Lapraik Hall.	
	Hearing loop system has been built in the Lapraik Hall.	
	Investigate extending covered walkways to all entrances.	
Essential: to be provided immediately		Review
Provision Information	Ensure that every letter/invite sent from School includes a section asking parents to inform School of any specific disability access arrangements.	Completed March 2020
Physical Environment	Inform all members of staff that if they are helping a visitor with a disability then they must accompany them at all times (especially in case of fire risks).	Completed March 2020

	Emergency exit plans to be put in place for children with specific disabilities, should it be required.	Completed March 2020
	Continue to ensure that visitors are facilitated across the main entrance and around the School as required.	Completed March 2020
High priority: by November 2020		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
Access to Curriculum	Increase access for children with hearing impairment developing staff knowledge and skills through involvement with the Specialist Teaching Service for the Hearing Impaired. Training for key staff on how to use specialist equipment required by pupils with hearing impairment.	Completed November 2020 Ongoing review of pupil needs during SEN review meetings (Please see SEN Plans)
	Increase access for children with speech and language difficulties developing staff knowledge and skills through involvement with NHS Speech Therapists.	Completed November 2020
Physical Environment	Reducing opening pressure to doors within main ground floor corridor.	Completed November 2020
	Paths, in external play area, to be made even and highlighted at their edges, particularly where they have edging of 15mm or greater.	Completed November 2020
	Portable ramp to be used as needed in main internal corridor (where steps are along by the Bursar's and Deputy Head's offices).	Completed November 2020
	Temporary ramp as needed to replace step by 'house boards' to enable access to nursery through the main School.	Completed November 2020
	Provide a seat at a slightly higher height and with arms on both sides in the Old Library – as needed.	Completed November 2020
Medium Term: September 2021 (May 2022 due to COVID delay and restrictions)		Review
Access to the Curriculum	Increased use of assistive technology for pupils with SEND/LDD, in particular Chrome Books for dyspraxic pupil and C-Reader Pen for dyslexic pupils.	Completed March 2020
Physical Environment	Investigate cost and practicality of re-positioning the entry pad at the gates leading into the staff car park.	Outstanding – delay due to COVID – May 2022

	Reducing opening pressure to gym doors.	Completed July 2020
	In Pre-Prep play area, edging highlighted	Completed July 2020
	Investigate cost and feasibility of an alternative path from Ada car park onto the site.	Outstanding – delay due to COVID – May 2022
	Investigate cost and practicality of a designated accessible sign-posted drop-off space in ADA.	Outstanding – delay due to COVID – May 2022
	Music double doors to have vision panels with views from 500 – 1500mm.	Outstanding – delay due to COVID – May 2022
	Feasibility study checking all circulation routes for 1.2m width for wheelchair access and any handrail requirements.	Outstanding – delay due to COVID – May 2022
	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.
	Marked accessible parking bay in the staff car park (near Lapraik, next to mini-bus bays).	Cone and temporary sign used currently. Permanent marking to take place when the car park is re-tarmacked.
	Check handrails and fittings in existing accessible WC in Swimming Pool building.	Completed July 2020 Checked again March 2021
Long term: March 2023 (<i>September 2023 due to COVID delay</i>)		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 extending covered walkways to all entrances, including dining room.	Ongoing
	Feasibility study of providing WCs within the Nursery and Reception areas to accommodate a wheelchair user.	Ongoing
	Investigate possibility of a pool lift for access into Swimming Pool water.	Ongoing