



MAIDEN ERLEGH CHILTERN EDGE

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Purpose of Plan

The Trust motto is “***schools for the community, schools as a community***” as our aim is that every school in our Trust, whilst espousing our values and ethos, and having a core of common policies and procedures, will serve its own community’s needs in a bespoke way and 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 intends, over time, to increase accessibility to the physical environment, the curriculum and written information so 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 students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind e.g.:

- total access to our setting’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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled 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 Local 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
- Supporting students with medical conditions policy

School Context

Maiden Erlegh Chiltern Edge consists of a number of blocks built on a single 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 storey, stair lifts are available for access.

As a secondary school, the age of the students ranges from 11-16 years of age. There are approximately 350 students and 55 staff on site. Currently, there are no staff members who are physically unable to access an area of the school. There are no students currently 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: Maiden Erlegh Chiltern Edge Accessibility Plan

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	<p>Approximately 2/3 of the school is on 2 levels, the rest of the school is on a single floor</p> <p>Because of the current unused capacity of the school, re-rooming can take place for students who cannot access a higher floor.</p>	<p>Accessibility issues identified on the following areas:</p> <ul style="list-style-type: none"> • Currently no access to the M1, M2, M3 & M4 and BITS without using the staircase • No access to S1, S2, S3 and Hums 1 & 2 without using the staircase (S4 & BTEC accessible via the stair lift) • Stage in main hall in not accessible without using stairs • No access to PE office or PE Changing rooms next door without using stairs • Timetable adjustments would be needed for both Science, Maths & Computing lessons 	Site Manager	Ongoing & reviewed regularly to identify a need
Corridor Access	The corridors in the school are wide and are kept clear of obstacles	<p>A fire walk is carried out on a weekly basis to ensure corridors are clear and doors are not blocked</p> <p>Awareness of flooring, furniture, and internal layout in planning for disabled students and staff</p>	Site Manager	Ongoing

Lifts	<p>The school currently has 2 stair lifts, one by the bottom science stairs and the other in the sports hall. Neither of these lifts are currently in a working condition.</p> <p>The Sports Hall lift is key activated and therefore could not be used unsupervised.</p>	<p>The lifts need to be serviced regularly to get them back into working order, our insurance company also needs to inspect the lifts in addition to ensure they are fit for purpose.</p>	Site Manager	Ongoing
Parking Bays	<p>Parking bays are accessible and are on ground floor level. There is one designated space for accessible parking to the front side of the school</p>	<p>The car park is uneven in places with a number of potholes which require repair</p> <p>The car park is included in the facilities plan for the school and will be part of the Schools' CIF bid for 2021/22</p>	Site Manager	Ongoing repairs to the school grounds
Entrances	<p>The main entrance to the school is clearly signposted. Double doors are in place into reception and access is via the ground floor. Seating is available.</p> <p>There are further entrances to the left and right of the school both of which have access via the ground floor</p> <p>Performing Arts is a separate building with ramp access via the main door and the music room.</p>	<p>There is a disabled button located externally and internally next to the main door due to the heavy construction of the door. Currently, the button has been disabled but we plan to put this back into action asap.</p>	Site Manager	Ongoing
Toilets and Changing Facilities	<p>Wheelchair accessible toilets are available around the school site, located next to reception, in L Block and in the Performing Arts Block.</p>	<p>Consider making accessible toilets available on the first floor for those with disabilities which are not wheelchair related.</p>	Site Manager	Ongoing

	Changing facilities are available in the Sports Hall via the ramp into the building, toilets are located in the changing rooms, but these are not wheelchair accessible.	Disabled toilet and changing room needed when the Sports Hall refurbishment/replacement happens.		
Internal Signage	Internal signage indicates the fire route.	All internal signage has recently been reviewed following the most recent Fire Risk Assessment. Fire exits sign are at the appropriate height for those with disabilities.	Site Manager	Ongoing
Emergency escape routes	Wide Corridors Double doorways	All areas of the site have external push-bar fire exit doors ensure safe evacuation throughout each building. Internal fire doors are currently in the process of being replaced thanks to a successful CIF bid - work starting February 2022 to be completed hopefully by Easter 2022. Fire evacuations are planned once a term to make sure all staff and students are aware of the fire evacuation procedure in line with Health and Safety regulations. The site team to ensure that pathways are kept clear of vegetation. Sports Hall emergency exits open directly onto the field where there is quite steep terrain, and it is unlikely a wheelchair user would be able to exit the building quickly unaided.	Site Manager Estate manager SBM Manager	Ongoing
Curriculum	Please refer to the latest SEND Information Report on our website under Key Policies.	Provision Map – Classroom support plans reviewed to measure the impact of targets.	SENCO Pastoral Lead	Ongoing

	<p>Common measures currently in place to ensure all students are able to access the curriculum include:</p> <p>Whole staff training on Quality First Teaching. All staff aware of the need to differentiate, scaffold, model, and recap in order for all pupils to access learning.</p> <p>Individual pupils with SEND given learning passports/Provision Maps which are accessible by all staff. Strategies might include larger texts for students with visual impairment, different coloured paper, or overlays for pupils with Dyslexia, seating plan adjustments and radio aids for pupils with hearing impairments.</p> <p>All staff have received training on how to access documents on Provision Map. Ongoing dialogue between SENCO, teaching staff and support staff about the needs and difficulties of individual or groups of pupils and the strategies for support.</p> <p>Bespoke curriculum pathways to ensure all students succeed (Purple Pathway for YRs 7 & 8, Youth Award for YRs 10 & 11).</p> <p>TA Support in lessons to help pupils with a high need to assist in accessing the curriculum.</p>	<p>Ongoing CPD led by SENCO on areas of support for pupils.</p> <p>Look at external provision for those students with a very high need, e.g., Path Hill.</p>	<p>Headteacher</p>	
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	Homework club to run by a member of teaching staff or HLTA, to assist those students who struggle to complete their work at home.			
Student Examinations	<p>See Appendix 3 of the Equality Policy for examination guidance which covers physical access, seating provision, access arrangements and emergency evacuation procedures.</p> <p>Access arrangement testing is covered and reviewed by the SENCO working with the HOY, teaching staff and the exams officer to ensure all who may be entitled are tested.</p>	<p>There is a digital clock available in the main hall, but the access rooms only have access to analogue clocks.</p> <p>Need to consider the layout of the rooms during exams for students with accessibility issues and/or invigilators.</p> <p>Reader Pens are available for use by students who aren't eligible for a human reader but who may be dyslexic.</p> <p>Looking to implement the use of Read Write software, staff and students would all need training.</p>	<p>SENCO</p> <p>HOY</p> <p>Exams Officer</p>	
Equalities signage and visibility	<p>Displays around the school promoting equality and diversity.</p> <p>Leaflets and information available.</p> <p>LGBTQ Club established by students which is overseen by a member of staff.</p> <p>Pastoral Days ran annually to promote themes of diversity and equality.</p> <p>PSHE curriculum has equality themes in each year's scheme of learning.</p>	<p>Keep using student surveys and pupil voice to listen to any issues that may need to be adapted and brought into teaching.</p> <p>More displays around the corridors and in classrooms promoting equality and diversity.</p>	<p>Head of PSHE</p> <p>SLT</p>	