



MAIDEN ERLEGH CHILTERN EDGE

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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 e.g.:

- 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 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 1/3 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 is 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>	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.	Site Manager	Ongoing
Parking Bays	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	The car park is uneven in places with a number of potholes which require repair. Repair works were carried out over summer 2024 and repairs will be ongoing.	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>	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.	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>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.</p>	<p>Consider making accessible toilets available on the first floor for those with disabilities which are not wheelchair related.</p> <p>Disabled toilet and changing room needed when the Sports Hall refurbishment/ replacement happens.</p>	Site Manager	Ongoing
Internal Signage	Internal signage indicates the fire route.	<p>All internal signage has recently been reviewed following the most recent Fire Risk Assessment.</p> <p>Fire exits sign are at the appropriate height for those with disabilities.</p>	Site Manager	Ongoing
Emergency escape routes	<p>Wide Corridors</p> <p>Double doorways</p>	<p>All areas of the site have external push-bar fire exit doors ensure safe evacuation throughout each building.</p> <p>Looking to arrange fire door inspections and compartmentation inspections. Any damaged fire doors to be replaced.</p> <p>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.</p> <p>The site team to ensure that pathways are kept clear of vegetation.</p>	<p>Site Manager</p> <p>Estate manager</p> <p>SBM Manager</p>	Ongoing

		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.		
Curriculum	<p>Please refer to the latest SEND Information Report on our website under Key Policies.</p> <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</p>	<p>Provision Map – Classroom support plans reviewed to measure the impact of targets.</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>SENCO</p> <p>Pastoral Lead</p> <p>Headteacher</p>	Ongoing

	<p>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. Homework club to run by a member of teaching staff or HLTA, to assist those students who struggle to complete their work at home.</p>			
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>Keep using student surveys and pupil voice to listen to any issues that may need to be adapted and brought into teaching.</p>	<p>Head of PSMSC</p> <p>SLT</p>	

	<p>Pastoral Days ran annually to promote themes of diversity and equality.</p> <p>PSMSC curriculum has equality themes in each year's scheme of learning.</p>	<p>More displays around the corridors and in classrooms promoting equality and diversity.</p>		
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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	<ul style="list-style-type: none"> Trust audit tool Signage around school and in classrooms Specialist furniture and resources 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Audit (Dec 2024) Other work is ongoing 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> School Business Manager Site Controller Headteacher
All persons within the school environment are able to exit easily in the event of an emergency	<ul style="list-style-type: none"> Evacuation plan Health & Safety audit PEEP 	<ul style="list-style-type: none"> Persons who may have difficulty leaving the building in an emergency are identified and PEEP written 	Persons with a disability	<ul style="list-style-type: none"> Sept 2024 	<ul style="list-style-type: none"> PEEPs written and relevant staff informed 	<ul style="list-style-type: none"> School Business Manager Medical Welfare Officer Site Controller SENDCo

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>	<ul style="list-style-type: none"> • Improved provision of information in different formats • Identify providers of 'translation' services • Information about the school available online or in large print on request • Signpost parents to IASS details 	<ul style="list-style-type: none"> • Pupils and parent with disability • Parents with disability 	<p>Sept 2024</p>	<ul style="list-style-type: none"> • Pupils and parents able to access information in different formats • Regular SEND updates in parent newsletter 	<p>Headteacher SENDCo</p>

ANNEX 4 - Preventing and Dealing with Discrimination Plan

Standard	Available Resources	Activity	Recipients	Deadline	Success Criteria	Monitored and Evaluated By
<p>Discrimination, harassment, and victimisation on the grounds of protected characteristics will be eliminated</p>	<ul style="list-style-type: none"> • School Behaviour policy • Trust policy • National College Training • CPD and face-to-face training 	<ul style="list-style-type: none"> • Equality awareness is raised through: <ul style="list-style-type: none"> ○ information on the website ○ training during induction and the annual Safeguarding training • Equalities Training week <ul style="list-style-type: none"> ○ in the Staff Handbook ○ in the Home School Partnership Agreement • PSHE curriculum ensures that all year groups receive Equalities education and that there is progression from Year 7 to Year 11 • Rates of bullying and discrimination, harassment and victimisation based on protected characteristics should not happen and are dealt with appropriately 	<p>All stakeholders</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Rates of bullying and discrimination, harassment and victimisation based on protected characteristics continue to fall • Staff, parent and pupil survey to highlight any areas of improvement • Review staff handbook 	<ul style="list-style-type: none"> • Headteacher • SAB

		<ul style="list-style-type: none">• Parent, student and staff surveys				
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