

Accessibility plan



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Approved by:	Jayson Rawlings	Date: September 2024
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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.

Equality of opportunity at Little Acorns School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, parents, carers and staff at Little Acorns Therapeutic Community.

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.

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.

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. Scope

The Equality Act 2010 prohibits discrimination against people with the protected characteristics specified in section 4 of the Act. Disability is one of those protected characteristics. This policy covers anyone who attends Maple House School.

4. Roles and Responsibilities

4.1 The Headteacher will:

- Be responsible for the implementation of the policy to ensure objectives are met
- Review the policy every 2 years or sooner if required
- Ensure availability of information when requested

4.2 All Staff will:

- Contribute to developing the curriculum to ensure all students can participate in activities
- Continue to improve the physical school environment to enable all students to participate equally

5. Policy Disability Information

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she had a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour; produced by injury to the body or brain.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

6. Maple House School – Students

Students at Maple House School may have a disability and meet more than one of the above criteria due to the complexities and comorbidity of needs. All students have an Education, Health, and Care Plan (EHCP)

The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multidisciplinary assessments. These are used to assist professionals in the setting of appropriate targets.

We prioritise meeting the physical needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.

We work within the Disability Discrimination Act 2005 terms and ensure that students' targets and needs are reviewed by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings. This is complete termly for most students; half termly for those who are of more concern.

7. 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	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a broad and differentiated curricula for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. overlays</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Training for specific staff members in supporting students with SEN</p> <p>Implementation of Cornerstone</p> <p>Use of ICT equipment in lessons more.</p> <p>Resources purchased to support the lessons and building of a curriculum around children and young people at Maple House</p>	<p>Staff to be spoken to regarding which training courses they feel will be beneficial.</p> <p>CPD on Cornerstone Curriculum</p> <p>Training on Promethean Interactive Boards</p> <p>AHT/SENCO employed with L7 qualifications in SEND, Dyslexia, NASENCO or prepared to undertake</p> <p>Learning Support Assistants with L2 or L3 qualifications recruited with experience of SEN</p>	<p>Katie Wyatt</p> <p>Jay Rawlings</p>	<p>April 2025</p> <p>Jan 2025</p>	<p>Teachers receiving ongoing CPD via National College</p> <p>Increased engagement and appetite for learning.</p> <p>Students working towards or achieving outcomes in line with ability</p> <p>Increased attendance in school and class.</p> <p>Enjoyment of learning.</p>

<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Children all have their own Personalised Learning Plan which demonstrate progression and planning towards the outcomes of their individual EHCP.</p>	<p>Specialist training in understanding SEN, adaptive curriculum and differentiation.</p> <p>Children will have high level clinical input at wave 3, specialist interventions</p> <p>Staff are trained via clinical teams for understanding of SEMH including active listening, anxiety, reflective practice, trauma informed practice.</p>	<p>Recruitment of clinical teams including OT, SaLT, CP and AP. Agree SLA in the short term.</p> <p>Continual weekly professional development</p>	<p>Jay Rawlings</p> <p>SENDCO/ Clinical Teams</p>	<p>April 2025</p> <p>April 2025</p>	<p>Placement is appropriate to the needs of the child</p> <p>Teachers and LSAs have the necessary training to teach and support current disabled students.</p> <p>Targeted interventions following waves of intervention to support levels of SEN and trauma, anxiety.</p>
<p>Increase the level of understanding of each individual student to support access to school, classrooms and learning.</p>	<p>Empower the LSA's to be involved in the tracking and evaluation of the personalised learning plans and behaviour support plans so that all staff share these key documents.</p>	<p>Training to be provided as part of the new Performance Management Objectives and targets for all staff.</p>	<p>Staff Meetings</p> <p>PLP's and PBS updated termly.</p>	<p>Ben Connolly and AHT/SENCO</p>	<p>April 2025</p>	<p>Comprehensive understanding of SEN by all staff.</p> <p>Children supported and reduction in low level behaviours</p> <p>Students have an increased appetite for learning and trusted relationships with staff.</p>

<p>Improve and maintain access to the physical environment</p>	<p>All children are currently able to enter all the school buildings. Ramps and disability lifts in place around parts of the school.</p>	<p>Access for wheelchair users to gain access to the whole school.</p>	<p>Ramps available for both school buildings as and when needed for visitors. Alternative routes including increased external ramps to support access to remainder of building.</p>	<p>Jay Rawlings</p>	<p>As and when needed.</p>	<p>All children will be able to enter school buildings. The school is compliant with SEND disability regulations and the 2010 Equality Act</p>
<p>Improving the physical environment of the school</p>	<p>Classrooms carpeted for acoustics in classrooms Blinds on external windows for sensory needs</p>	<p>Increased acoustic environment around school</p>	<p>Classrooms are carpeted and blinds in each room with ceiling tiles where required. Blinds on internal windows to prevent distraction, reduce acoustic glare and consider lockdown procedures.</p>	<p>Jay Rawlings</p>	<p>Planned completion Sept 2025</p>	<p>Increased classroom engagement and less time requiring timeouts and increased levels of support due to sensory overload. The school is compliant with SEND disability regulations and the 2010 Equality Act</p>

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance ‘Accessible Schools’).

<p>Improving the physical environment of the school</p>	<p>The site has one main entrance that is safe and secure with video intercom system.</p>	<p>Improved parking and accessibility to school site for children and visitors with disabilities to meet the demands of 120 students and staffing.</p>	<p>Road markings and disabled parking external to the school site. <i>(in liaison with BCC)</i></p>	<p>Jay Rawlings</p>	<p>Sept 2025</p>	<p>Children able to access the School site successfully without interruptions.</p> <p>Visitors with disabilities to be able to park near the school entrance safely.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations Online facilities and programs including Giglet, BKSB, RWI</p>	<p>Increased use of visual aids across the whole school including displays, timetables, now and next boards. Use of ICT in classrooms to support learning. Use signs and symbols on classroom doors/cupboards Clear Active Citizens display board for now and next.</p>	<p>Training in Staff Meetings Purchasing of Widget Software Purchasing and implementation of ICT resources. Consistent classroom identity with similar, consistent displays in each classroom.</p>	<p>Jayson Rawlings/Katie Wyatt & AHT/SENCO</p>	<p>April 2025</p>	<p>Classroom displays and support are visual and clear. Differentiated resources using visual aids Children have an understanding of their day and are able to access their learning without anxiety of demand or unstructured activities</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>A dyslexia specialist is employed by the school as the AHT/SENCO to ensure that resources and strategies are in place to support all children. All children are baselined on entry to school and through a thorough assessment and consultation process, we identify any support needed through early identification where possible.</p>	<p>To use Makaton as an option across the school</p> <p>To train staff in supporting dyslexia and appropriate resources/ strategies.</p> <p>Clearly identify where there are dyslexic traits or dyslexia.</p>	<p>Makaton Training for LSA's (2) ELKLAN Training for LSA's (2) ELSA Training for LSA's (2)</p> <p>Continual assessment from transition to early identify where students may require support.</p>	<p>AHT/SENCO Katie Wyatt</p>	<p>Sept 2025</p>	<p>Increased learning and accessing of the curriculum.</p> <p>Students working towards or achieving at expected levels.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Each child has a live Personalised Learning Plan and Positive Behaviour Support plan completed before starting following a consultation to obtain children's views and parent/carer views.</p>	<p>To increase the levels of modified resources to support transition and engagement in learning activities</p> <p>Teachers to understand how to differentiate and adapt to have high expectations without the level of demand</p> <p>Increased access to exam access arrangements.</p>	<p>Regular staff meetings around each child with Pastoral and SENDCO</p> <p>Training for SLT/teachers on Assessment programmes including Cornerstone/curriculum maestro</p> <p>SENDCO and Pastoral Manager to collate information for EAA</p> <p>SENDCO to undertake L7 EAA training or SLA with PSS.</p>	<p>AHT/SENCO Katie Wyatt Ben Connolly</p>	<p>Sept 2025</p>	<p>Good links between SENDCO and class teachers to ensure thorough and continual assessment of needs and WAGs.</p> <p>Improved outcomes for those entered for qualification pathways with exam access arrangements</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

5. 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
- Child Protection Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is on multi-storey, access to a raised levels throughout the school. Ramps are available and lifts in the community access part.	Consider ramp extension for external areas to gym access to be able to access the rear of school more effectively and provision through the fire exit corridor.	Jay Rawlings/ Proprietor	September 2025
Fire alarms	Auditory fire alarms are currently fitted with visual lighting	None currently All alarms tested weekly before school hours	Jay Rawlings	
Toilets	<p>The school has a boys, girls and universal toilets in the community access areas for the dining room, and also the Art corridor for lower school. The universal toilet is a disabled access toilet.</p> <p>Additional accessible toilets are in the shower rooms for both boys and girls.</p> <p>A staff toilet is located corridor off the dining area.</p>	Additional toilet to be put back into the pastoral office for those that may require support following a meltdown or incident.	Jay Rawlings	April 2025

Internal signage	Fire alarms and emergency points labelled. Drinking water signage labelled and Legionella Certification gained	Maintained and replaced immediately when needed.	JR	Ongoing
Emergency escape routes	Emergency access points labelled with visual map in each classroom and communal areas.	Maintained and replaced immediately when needed.	EL	Ongoing