



ACCESSIBILITY PLAN

MAULDEN LOWER SCHOOL

JANUARY 2023

REVIEW DATE: SPRING 2026

Statement of Intent

This plan outlines how Maulden Lower School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996

- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Seek regular feedback about curriculum accessibility from parents, pupils and staff	Questionnaires to be sent to parents/carers of SEND children	Headteacher, teachers, SENCO, SBM	Spring 2023	Parent, pupil questionnaires to	Summer 2023
Medium term	Not all SEND pupils have access to extra curricular activities	Need to increase number of staff with specialist training for SEND needs	Headteacher, SENDCO	Summer 2023	All pupils with SEND can access extracurricular activities	Autumn 2023
	Need a broad spectrum of extra curricular activities available to all children with SEND	Medium to long term planning to provide a variety of clubs	Headteacher, SENDCo, SBM	Autumn 2023	Wide range of extra curricular activities.	Spring 2024
Long term	Not enough Staff members with have the skills to support pupils with SEND	Recruit and train additional member	Headteacher, external advisors, SENDCO	Autumn 2023	Additional staff member trained to work with SEND pupils	Spring 2024

Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Entrance to school not clear for those with visual impairments	Paint main gate contrasting colour to fencing	Site Agent	Spring 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2023
	Inadequate lighting around school grounds	Buy and install new lighting	SBM, Site Agent, external contractors	Summer 2023	Improved lighting around school grounds	Autumn 2023
Medium term	School needs route accessible for pupils and visitors with ambulatory impairments	Alternate route around school. Move gates so access to all areas without leaving school premises	Headteacher, SBM, Site Agent, building contractors	Summer 2023	Route around school avoiding stairs that is accessible to all staff, pupils and visitors	Autumn 2023
	Routes around school not all clearly marked for those with visual impairment	Visual markers on steps to be repainted	Site Agent	Summer 2023	Learning environment is accessible to pupils with visual impairments	Autumn 2023

	Issue	What	Who	When	Outcome	Review
Long term	Toilets are not accessible	Disabled toilet needed in main school building	Headteacher' SBM, Site Agent, building contractors	Summer 2026	Access to toilets is increased	Autumn 2027
	Children with physical disabilities cannot access areas of school site	Construction work undertaken	SBM/building contractors, Site Agent	Summer 2026	School buildings are fully accessible	Autumn 2027

Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENDSCO, SBM	Spring 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
	School does not know how to communicate to those with sensory disabilities during open days and events	Schools seeks advice from external advisors	SENDSCO, SBM	Summer 2023	School is aware of local services for converting written information into alternative formats	Autumn 2024
Medium term	Written information is not accessible to those with visual impairments	Provide written information in alternative formats	SENDSCO, SBM	Summer 2024	Written information is fully accessible to children with visual impairments	Autumn 2024
Long term	School to be clearly signed for those with visual impairments, and hidden disabilities.	School to seek advice from external advisors and install new signage as required	SENDSCO, SBM, Site Agent, external advisors	Summer 2025	Website is fully accessible	Autumn 2026

Monitoring and Review

This policy statement has been endorsed by the Governing Body, and will be reviewed on a three year basis. The Accessibility Audit will be carried out annually with amendments to plan made where required.

Policy reviewed and updated : SignedDate

Policy ratified and updated : Signed Date