

# Maplewell Hall School



## Accessibility Policy

<b>Policy Created</b>	<b>April 2016</b>
<b>Governing Body Committee</b>	
<b>Date Reviewed by Governing Body</b>	<b>H &amp; S July 2016</b>
<b>Date of Next Review</b>	<b>April 2019</b>

## **Maplewell Hall School** **Accessibility Strategy and Plan 2016**

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

The DDA requires schools to change their practice by anticipating the changes they need to make and being proactive in making them. The key principle of the DDA is that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. Not all pupils who are disabled have special educational needs. Not all pupils with special educational needs are also disabled. Maplewell has an ever changing pupil intake with different SEN and EHC plans. It is imperative to provide them with the access they need around site to ensure they benefit from our varied curriculum.

Maplewell Hall School includes learners of all abilities with additional or special educational needs. In order to provide an accessible school, the school and its grounds have undergone and will continue to undergo, work towards increasing accessibility for all users. Work already completed includes disabled access to the main building, disabled parking spaces and accessible toilet facilities in the main building and external areas.

In all future developments to the curriculum, written information and the physical environment, the school should consider accessibility to improve access to school education for disabled pupils.

### **Vision Statement:**

'More than a School' is Maplewell's current vision statement. We strive to continue developing and improving our aspiring, nurturing, personalised, engaging and successful expectations to ensure the pupils at Maplewell have an accessible, inclusive and form strong links to the local community around School and around Leicestershire near their homes. It is a school where diversity is celebrated and strong partnerships are built. The curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all.

Maplewell will enable pupils and students to:

- Make appropriate decisions and choices.
- Build effective relationships.
- Prepare themselves for the challenges of independent living and change.
- Develop a positive self-image and awareness of their rights and responsibilities.
- Be active participants in their learning.
- Learn to be effective communicators.
- Enhance their social understanding and the skills of citizenship.

- Manage their own behaviour appropriately.
- Enjoy life.

## **Access to the School Environment**

Maplewell Hall is a school that has developed on an existing site that was previously a large house and surrounding outbuildings. Pupils have access to good facilities for a varied curriculum. The school currently has limited access for wheelchair access, but all pupils who do have any physical issues are assessed to ensure that the environment is suitable for them to access the curriculum. The school has a fully accessible sensory room, soft play area and quiet spaces throughout the school. Pupils have access to the intervention team through timetabled sessions or as and when required. Our outdoor environment is extensive and pupils have access to woodland, field areas, gardens, tennis courts and playgrounds.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

## **Access to Information**

All information issued by the school aims to be user friendly. Newsletters and letters incorporate photographs. Symbols and images are used throughout the school to support the pupils' communication, reading and understanding. We encourage parents and professionals to take up the offer of having communications sent to them electronically.

For a child with a visual impairment, hearing impairment and autism we receive support from Leicestershire Specialist teaching service LEA in modifying printed materials into a format to meet the needs of individual children and for parents who might also have a visual impairment. We are able to access ADHD solutions to request support. Staff have had access to different training opportunities to maximise the learning environment for the pupils.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Maplewell have designated safeguarding officers who deal with any concerns around any child. We communicate with other agencies including the school nurse, CAMHS and social care as and when needed. Safety for all is paramount throughout the school.

## **Increasing access to the curriculum for disabled pupils and those with SEN**

Below is a list of ways that access to the curriculum is increased for disabled pupils and persons. This includes pupils/persons who may require a wheelchair, have a hearing impaired students (HI) and those with visual impairments (VI), plus their SEN needs.

- Ongoing monitoring of disabled pupils by all staff to identify barriers to learning- e.g. physical, academic barriers- referral to AEN (Additional & Exceptional Needs) teacher made. 'Cause for concerns' are raised and passed to the AEN teacher if staff are concerned about a pupil's access to the mainstream curriculum. 'Cause for concern' forms are available in hard-copy format in the staff room.
- LSA/TA support in classes and during off-site trips. Disabled pupils are supported in class and during off-site trips through one-to-one support from LSA's/TA's. LSA's/TA's provide one-to-one, pair or small group support with classwork, differentiation/assessment of tasks, encouraging participation, supporting organisation and management of individual needs. Support worker sessions also provide an opportunity for pupils to raise any concerns or issues, in addition to the opportunity offered by tutor sessions.
- PE- disabled pupils are supported in PE lessons by LSA's, through small group work to meet the learning objectives. We include differentiated tasks- e.g. greater time/shorter and lower level NC tasks are set, use of specialist equipment specific that pupils may be used- e.g. coloured balls (visually impaired students) larger/smaller apparatus. Staff training where appropriate.
- Access to laptop computers. This provision is especially helpful for dyspraxia and dyslexic pupils. Some VI pupils have access to their own laptops through the specialist teaching service. Staff use technology to enhance pupils learning experience.
- Use of Interactive Whiteboards. This greatly increases visual stimulus accessibility, and allows background colours to be changed to suit students' requirements.
- Differentiation. Class work and homework tasks are achievable tasks set for disabled pupils. Written instructions are communicated home via home school book/email to parents/carers to inform different activities that can be provided. Staff use enlarged material/VAK resources to support VI and other pupils who learn well using these methods. Different learning styles are encouraged and are met through the delivery of 'differentiated' and 'inclusive' lessons in all subject areas.
- Staff training. Staff are trained from external agencies or in-house training by the AEN teacher to support disabled pupils during school, residence or off-site trips. Training from appropriate agencies may be necessary for staff to develop further knowledge in the availability of specialist resources involving ICT, PE equipment, audio equipment. We aim to ensure all staff are familiar with technology and practices to assist pupils with disabilities. In addition to this staff will be given access to update their skills and knowledge in supporting pupils with autism, VI, HI, medical needs, EBSD, ADHD, Dyslexia and Dyspraxia through the appropriate inset training and support from the AEN teacher each year.
- External agency support. External agencies support disabled students through in-school meetings with pupils and the AEN teacher or relevant member of staff present. External agency reports are summarised and circulated to staff in order for staff to implement professional recommendations from outside

agencies- e.g. seating arrangements, use of specialist equipment, targets etc. External agencies which may be involved with students are Visual Impairment Team (VI), Hearing Impairment Team (HI), Specialist Teaching Service (STS), Occupational Therapy (OT), Educational Psychology (EP), Speech and Language Therapy (SALT), Autism Outreach (AO) and Social care, CAMHS and the School Nurse team.

- Access arrangements for exams and concessions. Pupils with disabilities are able to receive additional time in exams, extra stimulus material, live speaker, use of a scribe, reader, signer, regular rest breaks and early opening of papers, where appropriate and where students meet the NAA criteria for access arrangements. The AEN teacher ensures that this process is part of key stage 4 transitions and will happen when pupils join key stage 4.
- Partial Timetable. A reduced timetable may be necessary for some students with disabilities or SEN. This is arranged by an Assistant Head/AEN teacher and behaviour manager. A broad curriculum is offered to enable the pupil access to as many different specialisms as possible. This is usually an interim measure to support a pupil back into their class or a transition process preparing to move to another specialist provision.
- VI specific resources are used during lessons to differentiate work appropriately. There is CCTV equipment in the library and locations throughout the school. Key staff who work with these pupils are regularly trained.
- Autism accreditation. Maplewell is currently completing an audit to achieve this status. This will ensure that the school is officially recognised with excelling in supporting pupils with ASD. The school will develop and monitor future changes in this area to ensure a positive impact on all pupils.
- PEEPs. Every pupil and member of staff who has a type of physical need, VI or HI medical need will have a PEEP completed by a member of the care team. This ensures that they can access all areas of the school and safely evacuate them. We are able to adjust access to areas to meet the need of pupils who attend the school.
- Interventions are accessible to all pupils at Maplewell. The interventions are planned support to aid in the development of a child further. Types of intervention include art therapy, counselling, speech and language programmes, social groups, personal development concerns, behaviour support, emotions regulation, LAC intervention time, play therapy, physiotherapy plans, occupational therapy plans and many others. The interventions change and adapt to the needs of the pupils. All pupils have access to this provision.
- PPG/LAC/PPG+/Catch-up premium. Pupil's expenditure is based on a detailed improvement plan that is monitored and evaluated regularly. The funding is used to directly enhance the pupil's provision in core subjects, as well as enrichment activities. All information regarding this can be found on our website. Again we will use this information to benefit all pupils in the school as required.
- Financial contributions. At no time will any pupil not be included in any activity based on the absence of voluntary contribution. Where possible the school will fund opportunities to ensure that all pupils are included. All parent/carers are

encouraged to speak to the Head teacher if they are need in support. Where possible we will guide and assist or direct to the relevant sources to support.

- Trips and visits. Teachers are required to risk assess every off-site activity to ensure that all pupils are included in these opportunities. If a risk is too high for individual pupils staff will communicate this with parent/carers and offer a suitable alternative activity. Our main priority is to keep a child safe whilst they are in our care.
- Short term physical needs. At times pupils may need additional support due to operations or broken limbs etc. Where possible the school will link with the appropriate medical professionals to ensure that a pupil can access the full site or if needed can access a suitable location whilst they require the use of mobility aids. If required staff will organise work to be sent home if needed. Again every individual case will need to be discussed with SLT to ensure that the issue has been risk assessed and that we have medical support for training/access purposes.
- Transition process. At Maplewell we complete ample visits and welcome every pupil to access our provision at convenient dates. This enables us to complete vital information to ensure that a child settles quickly into school. Home visits can be included in this process as this enables us to build relationships with all adults involved in a pupil's life. This process enables us to plan efficiently and develop areas to ensure all pupils can access our environment.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential whilst accessing the school's facilities. Maplewell strives in being an inclusive school for all enabling equal opportunities across our curriculum and residential provision.

## **Improvement plan**

The following plan details areas that can be further improved to our provision. This document will be regularly reviewed and updated based on pupil need and opportunities.

Maplewell is a very dynamic site and some changes may not always be viable. Where possible and with adequate funding we will always strive to improve the provision to develop access around our site.

Objectives	Actions to achieve objective	Person responsible	Completion date	Resources and CPD	Cost	Impact	Monitoring (who, how, when)
<p>1. Continue using differentiated practice for all pupil needs – physical, sensory, behavioural, academic and emotional- due to the individuality of SEN each pupil has identified.</p>	<p>Ensure all relevant information regarding SEN collated from the transition visits. Seek medical or social care advice for individual cases to ensure all staff are aware of the SEN</p>	<p><b>JT</b></p>	<p>Ongoing</p>	<p>CPD as required- typically NHS or spec. teachers</p>	<p>£as required</p>	<p>All new pupils are successfully supported from the date they come on roll</p>	<p>MI- Sept, yearly, pupil documents in place</p>
<p>2. Evaluate current intervention system provision and ensure regular improvements are made in the provision given to the pupils. This will enable staff to support all pupils further with the issues that pupils with SEN at Maplewell.</p>	<p>All intervention staff to share feedback from sessions with tutor teams to ensure pupils build on skills learnt during a session. Continually training in all relevant areas to ensure an outstanding provision is provided for all pupils. Monitoring of pupil progress concerning social, mental, emotional health needs via SIMS.</p>	<p><b>JT</b></p>	<p>ongoing</p>	<p>CPD as required</p>	<p>£as required</p>	<p>All pupils intervention sessions are monitored and evaluated for the impact they have upon the target area of concern.</p>	<p>MI- termly, drop in behaviour logs, cause for concerns etc</p>

<p>3. Improvements to access of the different classrooms around the site for pupils/visitors with physical needs.</p>	<p>Complete an audit of accessibility around the school site. Identify areas of difficulty and if there are ways to overcome these. Engage with the specialist teacher service to request further support for access at Maplewell. Apply for funding to improve access to stairwell areas around site to enable pupils to easily access these rooms</p>	<p><b>JT/ BM a</b></p>	<p>June 2015  June 2015  2016-17</p>	<p>Grant application , audit</p>	<p>£as req</p>	<p>All pupils and visitors can access the main teaching areas around site easily and safely.</p>	<p>JB- site walk, gov H&amp;S mtg, Apr 17</p>
<p>4. Complete and gain the autism accreditation award.</p>	<p>Ensure that all pupils with autism have access to specialist resources and staff to further enhance their current provision. Ensure that all staff are able to meet the needs of all pupils at Maplewell</p>	<p><b>JT</b></p>	<p>2016-17</p>	<p>Autism accreditation pwork</p>	<p>£ASD budget</p>	<p>Maplewell has a consistent approach to supporting pupils with ASD</p>	<p>JB- site walk, lesson obs, July 17</p>



<p>5. Ensure medical training is kept up-to-date with the continuous changing medical needs of our pupils at Maplewell.</p>	<p>Maintain close links with the school nurse and medical services to ensure all knowledge and procedures are kept up-to-date. Ensure staff are trained across the school to ensure inclusion in all off-site visits Up-date with new training as required</p>	<p><b>KN</b></p>	<p>2016-17</p>	<p>Training inset as required</p>	<p>£as req- usually nil</p>	<p>All pupils are able to access the school site safely and are able to be involved with off-site trips easily</p>	<p>JB- Resi monitoring, yearly</p>
<p>6. Work with Leicestershire transport to enhance the way pupils travel to and from school.</p>	<p>Ensure pupils are ready to learn and engage upon arrival. Ensure pupils have time to settle into their daily routine. Prevent issues occurring between pupils who would not usually be grouped together to ensure a quality journey to/from school</p>	<p><b>MI</b></p>	<p>Aug 2016</p>	<p>Liaise with SENA transport</p>	<p>nil</p>	<p>All pupils feel safe and secure during their journey to/from school and are able to access learning quickly</p>	<p>Deputy Head, tutor time monitoring, termly</p>
<p>7. Improvements to the pathways around site to prevent lengthy journeys in-between lessons if a wheelchair/frame are</p>	<p>Complete an audit analysing the best ways of accessing the learning environments. Complete a plan based on easy adjustments and</p>	<p><b>JMa /M W</b></p>	<p>May 2016</p>	<p>Liaise with county hall H&amp;S team</p>	<p>As necessary</p>	<p>All pupils and visitors have a clear plan that highlights access to all of the classroom environments or alternatives when</p>	<p>JB- site walk, lesson obs, July 17</p>

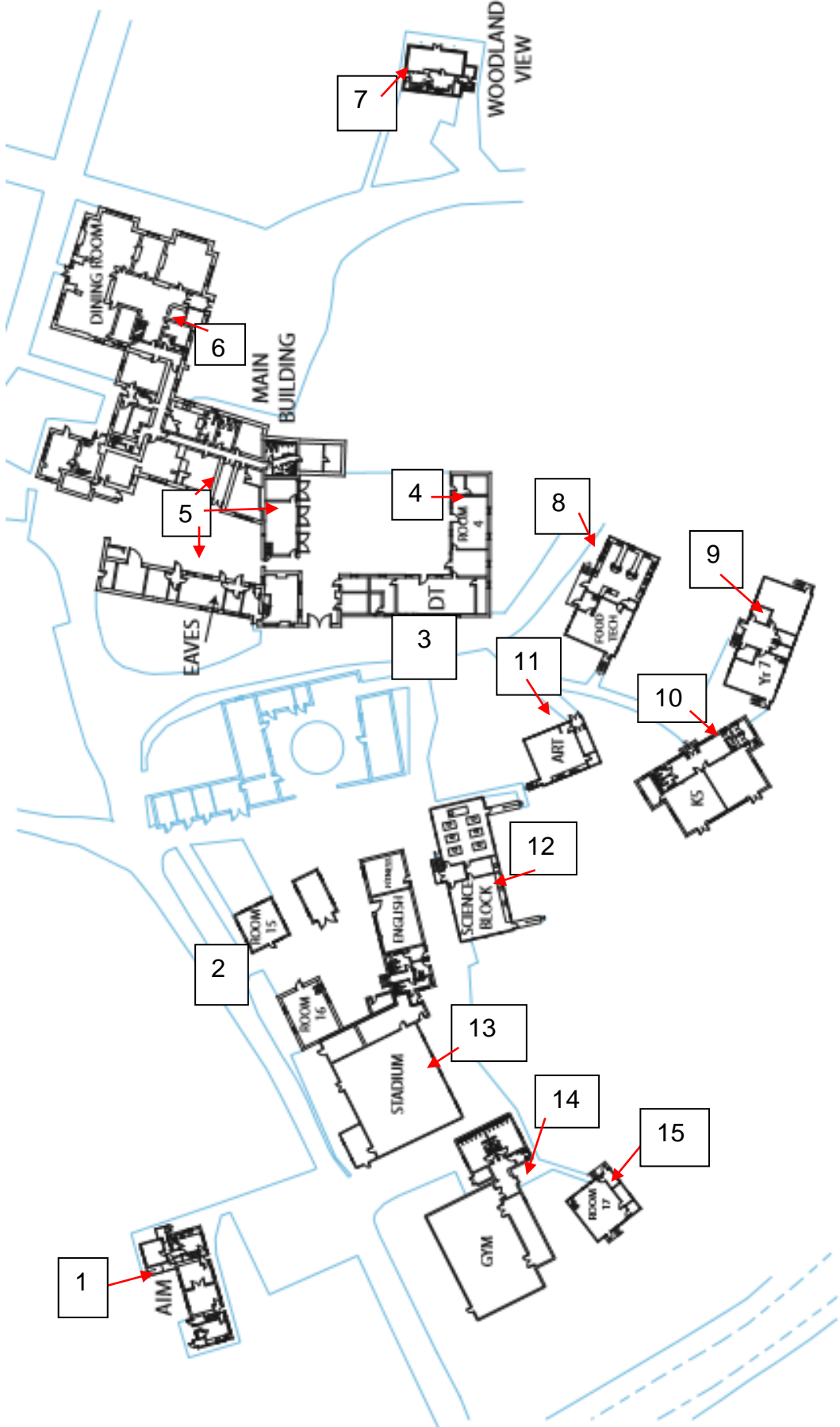
being used.	planned adjustments needed Ensure pathways are maintained					required. Build in any costings to the site improvement plan	
8. Continuous monitoring and evaluation of behaviour plans, personal profiles and needs awareness to ensure that pupils needs are always at the forefront of conversation and provision.	IBIP plans are constantly monitored by tutor team and are updated to ensure they are always relevant for all parties involved RRP plans are updated based on incident level and communicated with all parties Personal profiles are monitored termly and updated based on the information that staff have gathered Use plans to highlight resources, intervention needs, staffing allocation and provision	<b>JT/ DM C/J MC/ SG/ DL/ SW/ PL/ JW/ TS/ KG/ CH/ EG/ LP/ GS/ MM e</b>	termly	Provision resources as identified e.g. ASD/sensory etc	£beh & int budget	Pupils needs are shared with staff throughout the school to communicate their needs, aspirations and barriers to learning. Plans inform the changing provision and resources required throughout the school	MI/RC termly, behaviour overviews, SLT mtgs

<p>9. Build closer relations with social care and medical provisions to help support families when their child is struggling to cope at home and in the school setting.</p>	<p>To ensure that services support pupils and their families when requested to prevent further issues occurring e.g. (out of education, safeguarding concerns, access to the right support)          Develop the CAMHS drop-in sessions to provide clear direction and support for pupils and families at Maplewell          Liaise with CAMHS to ensure medical information is shared to ensure staff are aware and that EHCP's are kept current          Ensure that social care is involved with families who require the support to ensure that their child is provided for adequately.          Ensure that services attend annual reviews to support pupils and families with accessing provision and their local community.</p>	<p><b>KN/ MM e/G S/J T</b></p>	<p>As required</p>	<p>Contact details</p>	<p>Nil. Engage ment resources</p>	<p>Pupils have access to outstanding care, medical support and education provision during their time at Maplewell.          Pupils and families will feel support by all involved around their child</p>	<p>MI, termly monitoring          JB, yearly safeguarding return</p>
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<p>10.To create a safe hardstanding area to use during emergency drill procedures that has access to pupils, staff and visitors.</p>	<p>Create a hardstanding area on the back fire to ensure that evacuation procedures are completed to a high standard- plus has the capacity to ensure all persons in the school are in a safe area. Create a pathway to ensure safe access to the hardstanding area</p>	<p><b>MW/PS</b></p>	<p>August 16</p>	<p>Site budget</p>	<p>£2000</p>	<p>Pupils/staff/visitors are able to access all areas of the site when evacuating buildings</p>	<p>JB, site walk, July 2017</p>
<p>11.Develop access to the Stadium to ensure that it can be used by all pupils and visitors easily.</p>	<p>Upgrade the doorways to ensure that the stadium can be used as a multi-purpose space</p>	<p><b>MW/PS</b></p>	<p>April 16</p>	<p>Site budget</p>	<p>£1500</p>	<p>Pupils/staff/visitors are able to access the stadium for the different functions that are held in this space</p>	<p>JB, site walk, April 16</p>
<p>12.Provide a suitable provision for pupils with age accomplished learning abilities but struggle with anxiety based on their ASD needs.</p>	<p>To ensure they have access to staff to enable them to overcome any difficulties and strive to learn to their full potential-Lead teacher, SALT, Ed Psych To provide a suitable non-stimuli environment to enable pupils feel calm and at ease</p>	<p><b>JB/MW</b></p>	<p>April 16-Aug 16</p>	<p>Site budget</p>	<p>Quotes</p>	<p>Pupils who attend the new provision will attend school feeling less anxious and with the mind-set in achieving during their learning journey with us</p>	<p>Govs, April 16</p>

<p>13. Ensure sensible improvements are made to the current provision at Maplewell</p>	<p>To develop the current site where possible to develop further access arrangements where possible and appropriate. To communicate effectively our current provision to outline ways that the site and teaching environments can be accessed and highlight the areas that would benefit from further improvements</p>	<p><b>MI/ Bus . Man</b></p>	<p>April 16- April 19</p>	<p>Site budget, grants</p>	<p>Quote s</p>	<p>Pupils will find it easier to access the different teaching areas. Visitors with disabilities will be able to access the site easier</p>	<p>JB H&amp;S mtgs</p>
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**Accessibility information based on the current site of Maplewell**



**Current arrangements and suggested further improvements to the Physical Environment based on the site plan**

<b>No.</b>	<b>Area name</b>	<b>Current access arrangements</b>	<b>Suggested improvement to arrangement to be included in future site developments</b>
1	Aim	<ul style="list-style-type: none"> <li>• The building is accessed by one step.</li> <li>• Wheelchair users can be reversed backwards by a carer</li> <li>• Frame users will need staff support to ensure they safely mount the step</li> <li>• Persons with mobility issues would require staff support up the stairs</li> <li>• There is no access to the upper level for persons with full mobility needs</li> <li>• Doors are narrow and may cause issues for wheelchair access</li> <li>• Steps have highlighted yellow paint for VI persons</li> </ul>	<ul style="list-style-type: none"> <li>• Ramped entry on one door well</li> <li>• Stair lift to upper levels</li> <li>• Grab bars on external doorways to support persons with limited movement</li> </ul>
2	Maths/English area	<ul style="list-style-type: none"> <li>• The buildings in this area have a small step on entry</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas are generously spaced inside so enables movement with any mobility aid</li> <li>• Steps have highlighted yellow paint for VI persons</li> <li>• The courtyard in front of the classrooms is cobbled. Mobility persons will require staff guidance to ensure their equipment is bedded safely</li> </ul>	<ul style="list-style-type: none"> <li>• Build a slight slope in concrete to the raised step</li> <li>• Ensure doorways are kept clear for initial entry</li> <li>• Grab bars to be fitted where appropriate (the dynamics of windows may prevent this)</li> </ul>
3	a- Centre concrete	<ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> </ul>	<ul style="list-style-type: none"> <li>• A concrete pathway at the front of the art room</li> </ul>

	<p>outside Stairwell</p> <p>b- Stairwell to the loft area</p>	<ul style="list-style-type: none"> <li>• Grab rails in place on both sides of the stairs</li> <li>• Staff support persons to manoeuvre the steps</li> <li>• Staff to assist with moving mobility equipment up the steps</li> <li>• Any persons in a wheelchair or similar will need to be guided along the driveway into Area 2 to access either ends of the school</li> <li>• Grab rails available at both stairwells for this area</li> <li>• Steps have anti-slip coating</li> <li>• Steps have yellow paint for VI persons</li> <li>• There is no access for persons with full mobility needs</li> <li>• Persons with mobility frames or sticks can be supported by staff if required to access the area- this would require a risk assessment based on the individuals needs</li> </ul>	<p>towards the science paved area</p> <ul style="list-style-type: none"> <li>• Due to the nature of the building this area is very difficult to create further access points. This would require extensive building works and changes to doorways</li> </ul>
4	Room 4	<ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas are generously spaced inside so enables movement with any mobility aid</li> <li>• Ensure doorway kept clear</li> <li>• The room has adequate space to move around easily</li> </ul>	<ul style="list-style-type: none"> <li>• Build a slight slope in concrete to the raised step</li> <li>• Ensure doorways are kept clear for initial entry</li> <li>• Grab bars to be fitted where appropriate (the dynamics of windows may prevent this)</li> </ul>



5	<p>Main building- a- Rear access,</p> <p>b- The Eaves,</p> <p>c- Library</p>	<ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas are generously spaced inside so enables movement with any mobility aid</li> <li>• Ensure corridor kept clear</li> <li>• The corridor has adequate space to move around easily but other pedestrians will need to wait at passing points. Staff to give guidance</li> </ul> <ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas have limited space inside so prevents some movement with any mobility aid</li> <li>• Ensure doorway kept clear</li> <li>• The corridor space has limited manoeuvrability. Dynamic risk assessment to be directed by staff to support entry</li> </ul> <ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas has ample space inside to allow free</li> </ul>	<ul style="list-style-type: none"> <li>• Build a slight slope in concrete to the raised step</li> <li>• Ensure doorways are kept clear for initial entry</li> <li>• Grab bars to be fitted where appropriate (the dynamics of corridors may prevent this)</li> </ul> <ul style="list-style-type: none"> <li>• Concrete slope to ensure smooth access</li> <li>• The area is limited with space due to the original layout of the building. This makes it difficult to update accordingly to enable further access arrangements</li> </ul> <ul style="list-style-type: none"> <li>• Concrete slope to ensure smooth access</li> </ul>
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		<p>movement</p> <ul style="list-style-type: none"> <li>• Ensure doorway kept clear</li> </ul>	
6	Main building	<ul style="list-style-type: none"> <li>• The main entrance has ramped access availability upon request</li> <li>• The reception and dining room area have ample space for movement</li> <li>• The corridor has limited space but priority access would be given to mobility aids users (please see area 5)</li> <li>• The upper floors only have stair access. Based on mobility needs persons can be supported up the stairs. This will require an individual risk assessment that is completed by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessing the upper floors will be difficult to resolve due to the nature of the building. There is only 1 teaching space upstairs and pupils would be able to take ICT in a alternative space in school</li> <li>• See area 5 for other improvements</li> </ul>
7	Woodland view	<ul style="list-style-type: none"> <li>• The entrance is a paved path that is uneven in places. Persons would need to enter through the garden area</li> <li>• There is ample space on the ground floor to move around. There are steps that would need staff support if required.</li> <li>• The first floor is only accessed by a stair case. Staff would need to support persons with mobility issues with frames/sticks</li> <li>• There is no access for wheelchair users to the upper floor</li> </ul>	<ul style="list-style-type: none"> <li>• A stair lift could be fitted to enable access for regular persons of the building. This would be an expenditure that is inappropriate due to the mobility needs our current pupils have</li> <li>• Stepped areas into the building could have a ramped concrete access</li> </ul>
8	Food room	<ul style="list-style-type: none"> <li>• Both entrances are accessed by an external stair case.</li> <li>• Steps have anti slip coating and yellow painted edges</li> <li>• The stairwells have a handrail fitted</li> <li>• Wheelchair users would</li> </ul>	<ul style="list-style-type: none"> <li>• Ramped access would enable ease of access for all pupils and visitors with mobility needs</li> </ul>

		<p>not be able to access this area due to the number of steps</p> <ul style="list-style-type: none"> <li>• Staff should support persons with frames, sticks or other needs</li> <li>• Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids</li> </ul>	
9	Y7 base	<ul style="list-style-type: none"> <li>• Both entrances are accessed by an external stair case.</li> <li>• Steps have anti slip coating and yellow painted edges</li> <li>• The stairwells have a handrail fitted</li> <li>• Wheelchair users would not be able to access this area due to the number of steps</li> <li>• Staff should support persons with frames, sticks or other needs</li> <li>• Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids</li> </ul>	<ul style="list-style-type: none"> <li>• Ramped access would enable ease of access for all pupils and visitors with mobility needs</li> </ul>
10	K5		
11	Art	<ul style="list-style-type: none"> <li>• Both entrances are accessed by an external stair case.</li> <li>• Steps have anti slip coating and yellow painted edges</li> <li>• The stairwells have a handrail fitted</li> <li>• Wheelchair users would not be able to access this area due to the number of steps</li> <li>• Staff should support persons with frames, sticks or other needs</li> <li>• Doorways should be kept clear to enable access to the rooms that have ample</li> </ul>	<ul style="list-style-type: none"> <li>• Ramped access would enable ease of access for all pupils and visitors with mobility needs</li> </ul>

		space for persons with mobility aids	
12	Science block	<ul style="list-style-type: none"> <li>• Both entrances are accessed by an external stair case.</li> <li>• Steps have anti slip coating and yellow painted edges</li> <li>• The stairwells have a handrail fitted</li> <li>• Wheelchair users would not be able to access this area due to the number of steps</li> <li>• Staff should support persons with frames, sticks or other needs</li> <li>• Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids</li> <li>• There is wheelchair access through the fire escape if needed as an interim measure</li> </ul>	<ul style="list-style-type: none"> <li>• Ramped front access would enable ease of access for all pupils and visitors with mobility needs</li> </ul>
13	Stadium	<ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas are generously spaced inside so enables movement with any mobility aid</li> </ul>	<ul style="list-style-type: none"> <li>• Build a slight slope in concrete to the raised step</li> <li>• Ensure doorways are kept clear for initial entry</li> <li>• Grab bars to be fitted where appropriate (the dynamics of corridors may prevent this)</li> <li>• Widen entrance way doorways to ensure easy access</li> </ul>
14	Gym	<ul style="list-style-type: none"> <li>• Steps have yellow paint for VI persons</li> <li>• Wheelchair users can be reversed backwards by a carer over step</li> <li>• Frame users will need support from staff to ensure they mount the step safely</li> <li>• The areas are generously spaced inside so enables movement with any mobility aid</li> </ul>	<ul style="list-style-type: none"> <li>• Build a slight slope in concrete to the raised step</li> <li>• Ensure doorways are kept clear for initial entry</li> <li>• Grab bars to be fitted where appropriate (the dynamics of corridors may prevent this)</li> </ul>

		<ul style="list-style-type: none"> <li>• Both doors can open to enable wheelchair access</li> </ul>	
15	Gym mobile	<ul style="list-style-type: none"> <li>• Both entrances are accessed by an external stair case.</li> <li>• Steps have anti slip coating and yellow painted edges</li> <li>• The stairwells have a handrail fitted</li> <li>• Wheelchair users would not be able to access this area due to the number of steps</li> <li>• Staff should support persons with frames, sticks or other needs</li> <li>• Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids</li> </ul>	<ul style="list-style-type: none"> <li>• Ramped access would enable ease of access for all pupils and visitors with mobility needs</li> </ul>

### **Further continuing Improvements**

Maplewell will strive to continue and implement further improvements for disabled pupils and with specific SEN to access more opportunities continually. We will continually developing the use of: -

- LA services to provide alternatives to written communication- e.g. enlarging service/use of different typeface, use of CCTV projectors, laptops/ ICT aids- Dictaphones, video recorders, Alpha smart.
- Providing alternative means to written recording in lessons- tables, charts, mind-mapping, diagrams or use of ICT aids/software- e.g Clicker.
- Access arrangements and exam concessions
- Teachers, LSA, TA's and support staff to maintain support to act as a scribe/reader, to interpret information, support with specific SEN needs and differentiate class work.
- Professional advice from external agencies as required or requested, these may include:- Visual Impairment Team (VI), Hearing Impairment Team (HI), Specialist Teaching Service (STS), Occupational Therapy (OT), Educational Psychology (EP), Speech and Language Therapy (SALT), Autism Outreach (AO), social care, CAMHS and the School Nurse team.
- Use visual communication/pictures as well as writing on school signage, leaflets, classroom posters/display.

- Staff training by external agencies to ensure that staff are aware of alternative means in providing information to disabled or complex pupils, specific training in ICT aids and sharing good practice is disseminated.
- Information attached regarding 'Strategies to help hearing impaired pupils hear clearly in the classroom' and 'Factors to be taken into consideration in making schools accessible to pupils staff and visitors who have a visual impairment'.
- Our HOPE group works directly with the Family support team from social care. This enables problems faced by parent/carers in providing their children with the best opportunities and strategies to cope. This allows for families and pupils to access their local community and provides support for any issues occurring at home.
- IBIP's, 'All about me', HCP and RRP's to communicate the needs of individual pupils to all staff.

Policy created by: Meloney Ison

Date: April 2016

**Signed by Governing Body:**

**Date:**