

MAPLEWELL HALL SCHOOL



ACCESSIBILITY STRATEGY & PLAN 2024

Policy Created	April 2016
Policy re-created	Autumn Term 2024
Date Reviewed by link Governor	Autumn Term 2024
Date of Next Review	Autumn Term 2027

Maplewell Hall School
Accessibility Strategy and Plan 2016
Revised 2024

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 3year 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:

'Where we aspire, nurture, personalise, engage and promote success' 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. Access continues to be improved across the school to support our pupils with physical difficulties.

The school has quiet spaces in most buildings, alongside seating in outdoor quiet spaces. Pupils have access to the Compass team through timetabled sessions or as and when required. This team have detailed knowledge of emotional regulation, behaviour management, links with families and external professionals. We also have our own internal professionals to support pupils when needed. Our outdoor environment is extensive and pupils have access to woodland, field areas, gardens, 3G pitch and playgrounds. We also have a stadium, dining room, specialist classrooms and general classrooms to support pupils academically and socially in their lessons.

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. This will be based on current research and pedagogy, plus ensuring we continue to be autism friendly in regards to our Autism Accreditation.

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 all pupils by all staff to identify barriers to learning and concerns around safety and well-being- e.g. physical, social, emotional or academic barriers- referral to AEN (Additional & Exceptional Needs) teacher made. Concerns are logged on 'Myconcern' and discussed at regular Compass meetings.
- LSA/TA support in classes and during off-site trips. Physically disabled pupils are supported in class and during off-site trips through one-to-one support from LSA's/TA's and this is evident in the planning of these trips. 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, residential 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 Hall school has official recognition of its work with supporting autistic pupils. This is a consistent message that can be viewed throughout all learning opportunities within school.
- 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.

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

No.	Area name	Current access arrangements	Suggested improvement to arrangement to be included in future site developments
1	Sunnyside	<ul style="list-style-type: none"> • The building is accessed by one step. • Wheelchair users can be reversed backwards by a carer. • Frame users will need staff support to ensure they safely mount the step. • Persons with mobility issues would require staff support up the stairs. • There is no access to the upper level for persons with full mobility needs. • Doors are narrow and may cause issues for wheelchair access. • Steps have highlighted yellow paint for VI persons. 	<ul style="list-style-type: none"> • Ramped entry on one door well. • Grab bars on external doorways to support persons with limited movement. • Ensure doorways are kept clear for initial entry.
2	Rooms 14,15,16	<ul style="list-style-type: none"> • The buildings in this area have a small step on entry a removable ramp is available. • Wheelchair users can also be reversed backwards by a carer over step. • Frame users will need support from staff to ensure they mount the step safely. • The areas are generously spaced inside so enables movement with any mobility aid. • Steps have highlighted yellow paint for VI persons. 	<ul style="list-style-type: none"> • Ensure doorways are kept clear for initial entry.

3	Science	<ul style="list-style-type: none"> • Steps have yellow paint for VI persons. • Grab rails in place on both sides of the stairs. • Staff support persons to manoeuvre the steps. • Staff to assist with moving mobility equipment up the steps. • Any persons in a wheelchair or similar will need to be guided along the driveway to the rear of the mobile to access either ends of the science block via the ramp. • Concrete slope in front of the art room to ensure wheelchair access. 	
4	Room 4,4B	<ul style="list-style-type: none"> • Small concrete ramps are present to ensure wheelchair access. • The areas are generously spaced inside so enables movement with any mobility aid. • Ensure doorway kept clear. • The room has adequate space to move around easily 	
5	Main building	<ul style="list-style-type: none"> • Steps have yellow paint for VI persons. • Front entrance has a removable ramp for wheelchair access. • Frame users will need support from staff to ensure they mount the step safely. • The inside areas are generously spaced which enables movement with any mobility aid. • Ensure corridor/ doorways are kept clear. 	<ul style="list-style-type: none"> • Ensure doorways are kept clear for initial entry. • Grab bars to be fitted where appropriate (the dynamics of corridors may prevent this). • Accessing the upper floors will be difficult to resolve due to the nature of the building. Alternative teaching spaces will be used for mobility challenged students.

		<ul style="list-style-type: none"> • The corridor has adequate space to move around easily but other pedestrians will need to wait at passing points. Staff to give guidance. 	
6	Woodland view	<ul style="list-style-type: none"> • There is ample space on the ground floor to move around. There is one step that would need staff support if required. • The first floor is only accessed by a stair case. Staff would need to support persons with mobility issues with frames/sticks. • There is no access for wheelchair users to the upper floor. 	<ul style="list-style-type: none"> • The upstairs of the building is currently inaccessible and has very little chance of installing access equipment.
7	Food room	<ul style="list-style-type: none"> • The room has steps or a sloped access point. • Steps have anti slip coating and yellow painted edges. • The stairwells have a handrail fitted. • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids. 	
8	Y7 base	<ul style="list-style-type: none"> • Main entrance is accessed by an external ramp or stair case. • Steps/ ramp have anti slip coating and yellow painted edges. • The stairwells have a handrail fitted. • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have 	

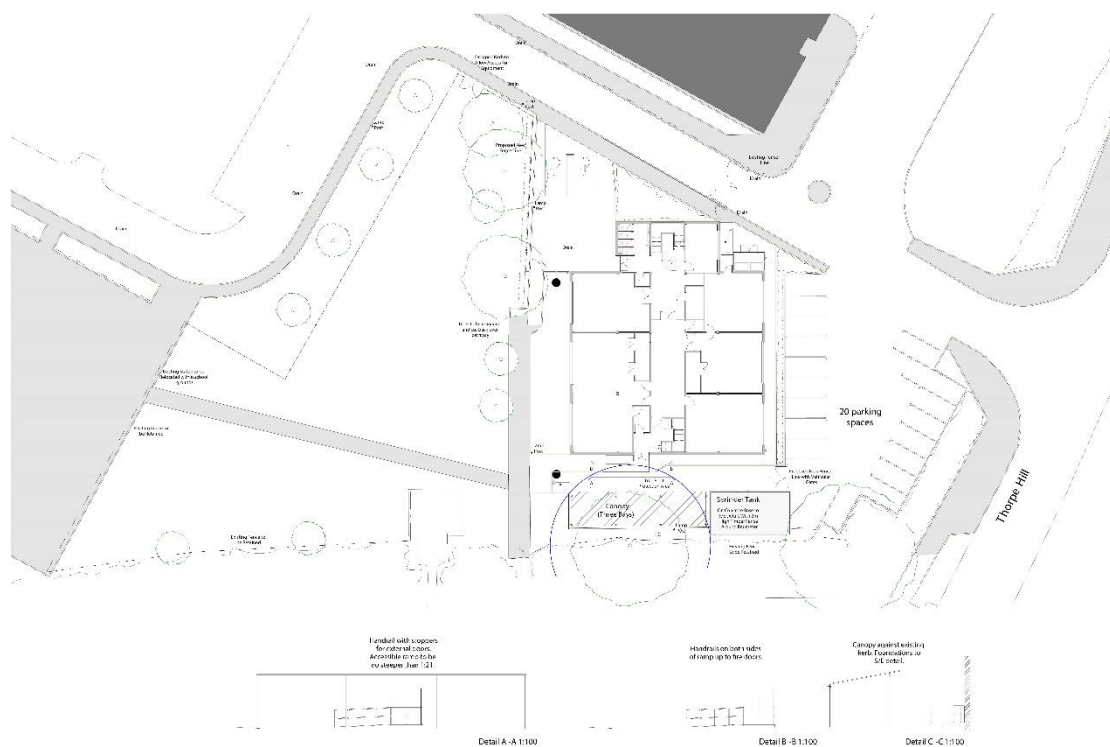
		<p>ample space for persons with mobility aids.</p>	
9	K5/ MAP	<ul style="list-style-type: none"> • The entrance is stepped or has a sloped access route. • Steps to have anti slip coating and yellow painted edges. • The stairwell has handrails fitted. • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids. 	<ul style="list-style-type: none"> • A paved pathway could be created that leads from the fire exits across kitchen garden to assist staff in emergencies.
10	Art	<ul style="list-style-type: none"> • the room has a sloped access point and double doors for easier access • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids. 	<ul style="list-style-type: none"> • The fire exit is steps so wheelchair users are to use main exit for escape.
11	Stadium	<ul style="list-style-type: none"> • The areas are generously spaced inside so enables movement with any mobility aid. • Ensure doorways are kept clear for initial entry. 	
12	Gym	<ul style="list-style-type: none"> • The areas are generously spaced inside so enables movement with any mobility aid. • Both doors can open to enable wheelchair access. 	
13	Room 17	<ul style="list-style-type: none"> • Entrance is accessed by an external stair case or ramp. • Steps/ ramp have anti slip coating and yellow painted edges. 	

		<ul style="list-style-type: none"> • The stairwells have a handrail fitted. • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids 	
14	East Gate Lodge	<ul style="list-style-type: none"> • Limited access for wheelchairs due to width of entrance. • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids. 	
15	Modular classroom	<ul style="list-style-type: none"> • Small step at the entrance a removable ramp could be used for access with wheelchair. • Staff should support persons with frames, sticks or other needs. • Doorways should be kept clear to enable access to the rooms that have ample space for persons with mobility aids. 	
16	Post 16 site	<ul style="list-style-type: none"> • Fully accessible by wheelchairs and other mobility aids. • Lift on site for access to second floor. 	

PLAN OF WOODHOUSE EAVES SITE



PLAN OF LOUGHBOROUGH POST 16 SITE



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 develop 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.