

## Maple House School 3 Year Accessibility Improvement Plan

Maple House School is fully committed to improving: the fabric of each of its school buildings to improve its overall accessibility; access to the curriculum and access to information. This is done through the plan outlined below and is reviewed on an annual basis.

**School name:** Maple House School

**3-year period covered by the plan:** 2022 - 2025

### Introduction

Ofsted guidance to Non - Association Independent Schools refers to *duties under schedule 10 of the Equality Act 2010* and provides the following information weblinks :

- Schedule 10 of the Equality Act 2010 (legislation); [www.legislation.gov.uk/ukpga/2010/15/schedule/10](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10).
- Equality Act 2010: advice for schools (departmental advice); [www.gov.uk/government/publications/equality-act-2010-advice-for-schools](http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).
- Paragraph 44 of Keeping children safe in education (statutory guidance) (September 2019) [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2).

**Maple House School recognises that it has a duty to comply with the requirements of Schedule 10 of the Equality Act 2010. Schedule 10 relates to accessibility. Paragraph 3 of schedule 10 requires that schools have an accessibility plan in place and defines an accessibility plan as follows.**

3(2) An accessibility plan is a plan for, over a prescribed period—

3(2)(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

3(2)(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

3(2)(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

**Disability is defined in section 6 of the Equality Act 2010 as follows.**

(1) A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

(2) A reference to a disabled person is a reference to a person who has a disability.

## Maple House School 3 Year Accessibility Improvement Plan

This plan sets out the proposals of the Directors of the Maple House School schools to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

### The school's context

**We are** an independent school for girls and boys age range 6yrs to 14yrs. The school comprises of one building covering a small site of a two-storey construction.

### The school's aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- students will be helped to appreciate that they are members of the wider community in its richness and diversity
- the curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- Special educational needs and disability code of practice : 0 to 25 years (2015)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Headteacher**
- **Lead Teacher**
- **Staff**
- **Finance Manager**

## Maple House School 3 Year Accessibility Improvement Plan

### 1. Planning Templates 1-3 Starting points

#### 1A: The purpose and direction of the school's plan: vision and values

- Maple House School is fully committed to improving the fabric of its school to improve its overall accessibility; access to the curriculum and access to information. This is done through the plan outlined below and is reviewed on an annual basis.

#### 1B: Information from pupil data and school audit

- Capacity for 8 students with or without SEMH needs.

#### 1C: Views of those consulted during the development of the plan

- Jessica Stansfield – Lead Teacher
- Emma Fletcher– Head of Education
- Lee Cambray- Executive Headteacher

## Maple House School 3 Year Accessibility Improvement Plan

### 2. The main priorities in the school's plan

#### 2A: Increasing the extent to which disabled students can participate in the school curriculum

Current provision:

- Individual Education Plan
- Intervention Programme based on IEP
- Minimum 1-1 Classroom support
- Writing Frames
- Differentiated Worksheets
- Adapted National Curriculum to suit individual's needs
- Involvement of Educational Therapist
- Involvement of Therapeutic Parents

Itemised actions for completion by September 2026 at the latest:

- To comply with the Equality Act 2010.
- To ensure collaboration and sharing between school and families.
- To ensure collaboration between all key personnel.
- CPD for staff and: A differentiated curriculum with alternatives offered.
- The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects
- A range of support staff including trained teaching assistants
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment.
- SENCO/Class teacher meetings/Pupil progress
- Scrutiny of assessment system
- Regular liaison with parents
- Installation of a projector in Classroom 1 by September 2024
- Outside play equipment

#### 2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

Current provision:

- Classrooms are on ground floor
- Toilets are located within school
- Students transported to various physical activities

Itemised actions for completion by September 2025 at the latest:

- The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertake future improvements and refurbishment of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.
- Colourful, lively displays in classrooms and inviting role play areas.
- To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.
- School to continue to have strong links with schools in Lancashire Local Authority and the wider community.
- Create access plans for individual disabled children as part of IEP process.

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- To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.
- Work towards Healthy Schools and Eco-schools targets.
- Installation of playground equipment e.g. Climbing Frames, Sandpit etc. by September 2021
- Installation of 'green' area for Science curriculum by September 2024
- Specially adapted motor vehicles (Wheelchair) to be implemented by September 2026
- Provide adapted furniture depending on particular needs – as required

### **2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:**

Current provision: Please bullet point

- Regular communication with parents.
- Regular parental communication.
- Individualised multi-sensory teaching strategies.

Itemised actions for completion by August 2025 at the latest:

- Investigate symbol software to support learners with reading difficulties.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.
- Information collected about new children. Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board/info kept in a separate file in the staffroom.
- To ensure all documentation can be provided in alternative formats as required
- Creation and use of materials to utilise projector by September 2024
- Record keeping system to be reviewed.

## Maple House School 3 Year Accessibility Improvement Plan

### 3A: Getting hold of the school's plan

Please state:

- how the school will make the plan available; available on request.
- whether the plan is available on the school website;
- whether the plan available in different formats; the school will make itself aware of the services available for converting written information into alternative formats.
- how the school will ensure the plan is readable.  
The school may need to consider jargon/acronyms; typeface/font size; how easy it is to find your way around.

Date approved : December 2022

Date last reviewed : September 2023

Next review (or before) : September 2024

Signed : 

Position : Headteacher

## Maple House School 3 Year Accessibility Improvement Plan

### Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Head Of Education.

School name :

Staff member name :

Position :

Date :

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