



Accessibility Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
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Date for Next Review:	01.09.2027

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the opportunities for pupils with additional needs to participate in the whole of 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, within a reasonable time and in ways which are considering the pupil's disabilities and any preferences expressed by the pupil or their parent/carers.

This accessibility plan for the Maple Haven School will be made available online on the school website, and paper copies are available upon request.

Our school aims are to treat all its pupil's staff & Visitors fairly and with respect, making alterations where necessary to facilitate any additional needs they may have to ensure an inclusive environment for example provide large font for anyone with VI, promote BSL as a whole School environment and awareness of electronic devices and recording devices, providing interpreters in needed. This involves providing access and opportunities for all pupils, staff, and visitors without discrimination of any kind.

We want to eliminate barriers to access to a good quality curriculum, encourage full participation in the school community and wider community for all our staff, pupils and visitors that have additional needs.

Maple Haven Vision -

"To provide a safe and inspirational learning environment with high quality specialist support, where young people with disabilities have access to meaningful learning programmes, to achieve their long-term outcomes and to enhance their life and work skills'.

Our mission is to provide a high quality, inclusive, holistic, and meaningful education. We believe every pupil is unique with individual needs and that they all have the capability to learn and progress. Our

curriculum is pupil centred, supporting personal pathways that are meaningful, practical and supports long term life outcomes.

Equality and Inclusion is an integral part of our school and is shown in our school values:

Inclusion – we embrace all people.

Irrespective of age, race, gender, disability, beliefs and culture and they are respected and understood.

Kindness – we are good friends and citizens.

Showing kindness brings people together and improves our quality of life within the school, at home and in the community.

Perseverance – we can achieve.

Through perseverance no matter what my disabilities/difficulties.

Thankfulness – we are thankful for our school, our families, and friends.

and the support we must achieve our life goals.

Respect – we are kind and polite.

We treat everyone with respect and behave appropriately.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school has lots of outside partnerships that work well to provide extra accessibility for the curriculum to pupils, this includes NHS therapies such as physiotherapists, occupational therapy. Maple Haven School also has outside agencies that provide music lessons, art lessons, and coding lessons.

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.

Many members of the school community have been involved in the development of this accessibility plan, including pupils, parents, staff, CEO / School Leader, Senior Leadership Team.

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.

<http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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 and staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled person faces in comparison with non-disabled people. This can include, for example, the provision of sign language, hearing / speaking machines or recording devices. Any adjustments to the building or equipment needed to aid staff and pupils alike are also purchased.

Existing provisions:

The school was purpose built to be a fully accessible school to support children with special educational needs, and medically complex needs therefore the physical aspect of the school's environment is already well equipped.

Our classrooms sizes are small, and our pupils have a high level of specialist support. We provide for pupils functioning at the very earliest levels of development to national curriculum expected levels. Many of our pupils have diverse profiles and multiple needs including medical and personal care, physical difficulties and/or sensory impairments and learning difficulties. Our teaching team includes a visiting Teacher for the Deaf, with many of our staff trained in British Sign Language Level 1 and some trained up to level 3. We currently have several members of staff including lunchtime assistants being trained in level 1 and 3 members of our team who have embarked on level 2.

We can support young people with complex medical, feeding, physical and personal care needs.

We have a fully qualified nurse on-site 3 hours per week and our pupil's need dictate our staff training schedules. Our school facilities are all wheelchair accessible and includes a fully equipped medical room, care suite and therapy room.

We have animal care facilities which strengthens our educational programmes, behaviour support interventions and pupils' sensory needs. We have donkeys, ponies, goats, access to alpacas too, a school therapy dog (Yogi), rabbits and guinea pigs that provides and promotes a welcoming and therapeutic setting.

Our Forest school promotes all aspects of our pupil's development. It allows our pupils to be physically active and gives them opportunities to be in the fresh air and the new experiences the outdoors can offer. Pupils are given an opportunity to learn in a new way and within a new environment. Healthy living is promoted and supports incidental language/vocabulary development that may not be used inside the classroom.

We recognise that every pupil is a unique person with individual needs, and they have their own areas of interest, motivation, and aspirations.

We are an all-inclusive continuous educational environment. Developing our pupil's education, functional life skills and knowledge starts from the moment our pupils enter the school and it is embedded into our school values and culture encouraging our pupils to do as much as they can independently. We encourage pupils to get involved and express their voice through having a school council which meet regularly, they have questionnaires once a year and if appropriate are involved in setting their own targets each term. Pupils are also encouraged to express their views of school and the work they do by creating a power point when they have their annual reviews too. We actively encourage our pupils to think about what they want to achieve in future too - and how can we as a school help to provide the skills, opportunity, and access to fulfil their aspirations.

Accessibility for Staff

The School will make reasonable adjustments for applicants, employees and volunteers with disabilities in accordance with the Equality Act 2010.

Examples may include:

- Adjusted workstations.
- Adapted work schedules.
- Accessible training materials.
- Assistive technology.
- Physical adaptations to the workplace.

Website Accessibility

The School will seek to ensure that information published online is accessible through:

- Clear formatting.
- Alternative text for images.
- Accessible PDF documents where reasonably practicable.
- Readable font styles and sizes.

Mental Health Accessibility

Emotional and Mental Health Accessibility

The School recognises that accessibility includes emotional wellbeing, neurodiversity and mental health needs and will seek to remove barriers that may affect participation and learning.

3. 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
Increase access to the curriculum for pupils with a disability.	Our school offers a differentiated curriculum for all pupils.	Personalised curriculum for all students to ensure they get access at the level they need.	Review and implement for each student and assess regularly to ensure each pupil is given a varied curriculum and that is personalized to their abilities and encourages them to reach their full potential.	SLT	Ongoing
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensuring pupils can access information in a suitable way e.g. providing videos with BSL and subtitles or worksheets adapted with widgets to allow pupil to understand.	Reviewed regularly to ensure effective support is being given - and the right type of resources are available and being provided.	Teaching Staff	Ongoing
	Curriculum resources include examples of people with disabilities and all abilities.	Providing awareness of equality and diversity and the wider community.	Encourage pupils to get involved and be an active part of the school and wider community regardless of abilities.	SLT and Teaching Staff	Ongoing
	Targets are set effectively and personalised for every pupil within school as they all have different needs.	Ensure that Pupils have specific targets to work towards to encourage a clear goal.	Maintain a record of targets set, review, and adapt as required. If appropriate involve pupils in setting their own targets.	SLT and Teaching Staff	Reviewed each term.

	The curriculum is reviewed regularly to ensure it meets the needs of all pupils.	Providing a good quality curriculum with a range of resources and experiences to all pupils.	Review and adapt as necessary, ensure it is appropriate to pupils needs.	SLT	Reviewed at least annually
	Therapy assistant is available on a regular part time basis for all pupils to ensure their therapy needs are met. Therapy Room is a designated space with an allocated timetable available for all to access as needed. Private OT and Physio visit school every Friday.	Access to correct equipment and facilities with trained staff that are confident in carrying out therapy plans.	Implement therapies as directed, review and work alongside outside agencies.	SLT, Therapy Lead, Outside Agencies	Constantly under review
	Teaching Assistant with a qualified nursing qualification on site 5 days a week	Access to trained nurse for specific nursing care and medical needs met as appropriate.	Ensure medical needs and interventions are fulfilled and met as required.	SLT	Ongoing
	One to one/two to one Teaching Assistant support.	Providing effective support systems for each individual pupil according to their needs.	Ensure that adequate staffing levels are maintained that staff are fully trained as required and maintain good relationships between home/school.	SLT	Ongoing

	iPads and Apps.	Providing access to latest technology and educational apps to assist and engage pupils in their learning. Every pupil has an allocated iPad, and some also have Computers for specialised software etc.	Using new technology to assist education, keep pupils safe by ensuring safe use and allowing access to the internet. Using computer programs and apps such as Clicker to help pupils access their work more suitably.	SLT and Teaching Staff	Ongoing
	Specialist support in place for all students - this includes:	Access to the best support available including from outside agencies.	Ensure that access and support provided/facilitated are done with parent/carers consent. Ensure that records are kept up to date and facilitate the use and access of therapies and provisions as required.	SLT, Teaching Staff, Parents/Carers and Outside Agencies	Ongoing
	CAT team	Ensure access to communication and assistive technology such as VOCAs and special keyboards etc.	Ensure that pupils and staff use equipment that has been provided by outside agencies correctly and effectively and follow plans given. Ensure that advice is sought if needed or referrals etc as appropriate.	SLT Outside Agencies	Ongoing
	Occupational Therapist Physiotherapist Speech Therapist	Ensuring pupils have access to therapies and suitable equipment/adaptations as required.	Book and use the facilities include such as Sensory Room, Sensory garden with woodland walks, soft play, Spa, toy lending library, and wheelchair accessible park.	SLT and Outside Agencies	As required

	Windchimes	Access to specialist facilities that are wheelchair accessible and there is an overhead hoist available for use.	Access to sessions and that content is suitable for their needs - school to work and plan alongside therapists and ensure timetables are set.		
	Art and Music Sessions	Encourage their imagination and give pupils another outlet to help express their feelings. The Art and the Music therapist are also BSL trained.	Involve and engage parents/carers, pupil and teaching staff in providing appropriate intervention support - e.g. Zoom intervention added into school times table etc.		
	Children's Hospice Intervention (Demelza)	Encourage partnership with outside agencies who give access to facilities such as Hydrotherapy, respite support and activities to support pupils and their families.			
	Play Therapy	Ensuring pupils have access to therapies and suitable equipment/adaptations as required.	Access to sessions and that content is suitable for their needs - school to work and plan alongside therapists and ensure timetables are set.		

	Horse Riding	Ensuring pupils have access to therapies and suitable equipment/adaptations as required.	Access to sessions and that content is suitable for their needs - school to work and plan alongside therapists and ensure timetables are set.		
	Swimming Hydrotherapy	Ensuring pupils have access to therapies and suitable equipment/adaptations as required.	Access to sessions and that content is suitable for their needs - school to work and plan alongside therapists and ensure timetables are set.		
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps. • Adequate pathways to the School Garden. • Pathways to Forest School area. • Disabled parking bays. • Disabled toilets and changing facilities. • Bookshelves at wheelchair accessible height. • Desks at a wheelchair accessible height. • Whiteboard at a wheelchair accessible height.	Providing safe areas for pupils to access school grounds and provisions. There is a ramp at front of school and back of school to access the gardens. There are clear marked parking bays and designated disabled parking bays for accessibility and safety. All toilets are disabled friendly with adaptations and wheelchair accessible. The care suite is also wheelchair accessible, with a shower and a bed for changing. Bookshelves and units with resources in are at an	Maintenance to be upheld regularly of all areas. Louie's Helping Hands has fundraised for a wheelchair accessible roundabout which was installed in 2023.	SLT and Maintenance Team	Ongoing

	Resources kept at a wheelchair accessible height and in reaching distance.	appropriate height for all to access. For pupils who have wheelchairs they have height adjustable desks.			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - clear, with widgets supporting alongside - Large print resources - work is magnified if needed for visual help - Pictorial or symbolic representations - PECS and Widgets - BSL/Supported Signing - Teacher of the Deaf - TA one to one -/two to one - Laptops - iPads - Whiteboards - Animal Care - both large and small animal care	To ensure that all pupils access information in a way that is suited to their needs so they can understand what is given to them. Ensure that appropriate and effective communication methods are used/provided for all. Ensure the best communication aids/technology is used and provided to implement effective education. Ensuring that pupils who need it always have access to the online BSL dictionary Provide a range of activities/experiences that give a variety of ways to allow pupils to express themselves and give them the tools to help self-	Keep a record of what provisions are made and what works better for pupils. Have it documented if a pupil must have work delivered in a certain way - for example worksheets must be adapted to Clicker, or have widgets alongside etc. Ensuring that pupils have their own equipment available to them at all times e.g. iPad for access to BSL online dictionary etc Ensure that the best communication methods are used to always support pupils and encourage them to continue to improve their communication skills by using things such as cued articulation, BSL, structured language and extra support on phonics etc.	SLT and Teaching Staff	Ongoing. Monitored and reviewed.

	• Access to outside interventions/therapies • <i>Hydrotherapy</i> • <i>Speech and Language Therapy</i> • <i>Therapy Room</i>	regulate such as access to a therapy dog and animal care. Provide a safe place, and regular therapy programs to encourage progress.	Book regular training sessions and encourage professional development for staff. E.g. BSL lessons, training for manual handling, medication management, Enteral feeding, Trauma training, MSI training Ventilation theory and blood glucose monitoring.	SLT	Ongoing
	Staff Training	Provide regular, and informative training sessions for all staff as needed to ensure best practice is kept and that pupils medical needs are met as best as possible.	Ensuring that students have regular work sent, regular contact with teaching staff through means such as zoom lessons and online material. Ensuring they have access to all equipment needed to do their work, such as providing school laptops etc.	Teaching Staff and SLT	As required
	Remote Learning	Providing access for suitable education for children that are shielding or unable to come to school for medical reasons.			

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the CEO / School Leader Sara Llewellyn, along with the Senior Leadership Team.

The school will take into account the needs of the current and prospective cohort of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

5. Links with other policies:

This accessibility plan should be read in conjunction with the following policies and documents:

- Risk assessment policy.
- Health and safety policy.
- Equality and Diversity policy.
- Equal Opportunities policy.
- School Offer policy.
- Medication and supporting pupils with medical needs policy.
- SEND policy.
- Personalised Learning Curriculum policy.
- Teaching and Learning policy.
- Positive Behaviour policy.
- Complaints procedure.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramp Access to all areas - School - School Playground - Forest School - Forest School Building	Ensuring that all areas of school are accessible to all in their wheelchairs and walkers.	No action needed for school as all accessible. School playground pathways are due to be made as part of the playground plan - fundraising is taking place for the school Playground (appendix 2). A walkway is due to be made and put in place to make access for the garden down to forest school easier. Ramp to be made and installed to allow access from the forest school garden into the forest school building	SLT SLT SLT SLT	N/A Ongoing Ongoing Ongoing
Corridor access	Ensuring it is all wheelchair accessible and always kept clean and tidy.	Maintaining the areas and keeping them clean and accessible.	SLT	Ongoing
Classrooms	Ensuring they are laid out in a suitable way for pupil's needs and their abilities.	Review and adjust as necessary depending on current pupil's needs and equipment.	SLT and Teachers	Ongoing
Parking bays	Safe parking bays - clearly marked and adequate disabled parking bays.	Maintain car park areas. Has recently been laid and marked.	SLT	Completed

Entrances	Maintained, ensure it is kept accessible for all and that the automatic door is maintained and serviced regularly.	Check the area and the automatic door daily, log any concerns.	SLT	Ongoing
Care Suite	Adaptations in place with bed, toilet, hoist and shower - all wheelchair accessible.	Ensure all is maintained and serviced regularly and safety checks completed and recorded.	SLT	Ongoing
Toilets	All toilets in school are wheelchair accessible - keep maintained.	If adjustments or grab rails need changed/added necessary due to pupil needs then this will be implemented.	SLT	Ongoing
Internal signage	Ensure signs are clear and suitable for all.	Adjust with communication aids such as PECS as necessary.	SLT	Ongoing
Outside Lighting	Ensuring that outdoor lighting is suitable for children and paths/gate is well lit.	Install more lights and keep maintained.	SLT	Ongoing
Emergency escape routes	Ensure well signposted. Kept clear and maintained. Fire exit signs flash. Alarms maintained and tested.	Ensure these are always clearly marked and tested regularly - record kept.	SLT	Ongoing