ACCESSIBILITY PLAN

INTRODUCTION AND PRINCIPLES

This policy sets out the aspects required under an accessibility plan drawn up in September 2024 and due to last three years, primarily relating to the physical environment of the School site and access to it and within it.

This policy applies to all pupils including those within the Early Years Foundation Stage (EYFS).

SPECIFIC OBJECTIVES

This policy sets out

1. Our ethos
2. The context of the School and the disabilities and needs of staff within the School
3. The Action Plan arising

ETHOS AND AIMS OF MAPLE WALK SCHOOL

Maple Walk School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life.

We have an Admissions policy and criteria (available to view on our website) which seek to remove barriers to entry to our school for pupils with special educational needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

PUPILS

As at September 2026 Maple Walk has two pupils with a local authority funded EHCP plan.

STAFF

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability they might have. We actively implement the School's Equal Opportunities Policy for Staff in the day-to-day management of Maple Walk School. We currently have no staff with physical or medical disabilities. We regularly review our staff's needs to ensure these are being met and make adjustments (temporary or permanent) as needed.

We currently have no directors or advisors on our governing body with medical disabilities. We would make the necessary adjustments on an as needed basis to ensure that this individual can travel to and from meetings and has access to all the necessary information and equipment to enable them to fully and actively undertake their role.

The Head Teacher at Maple Walk School sits on an NMS Senior Management Team (SMT) committee, comprising NMS Executive Head, Head Teacher of Faraday (sister school), the NMS Chief Executive Officer, the NMS Bursar with input from the SENCO and HR department as required. This committee reports to the NMS Advisory Board and will:

i) review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled

ii) make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
iii) prepare the School's Special Educational Needs and Disabiliies policy
iv) prepare the School's accessibility plan
v) review such plans and policies as necessary and at least on an annual basis

TEACHING AND LEARNING

Angela Sikka is the School's Special Educational Needs Co-ordinator (SENCO) and will liaise with all outside agencies to ensure that specialist equipment and support is provided as appropriate. If additional 1:1 lessons are required by an outside Special Educational Needs (SEN) teacher, parents will be informed and individual educational, care and health plans (ECH plans) adhered to as per the Special Educational Needs and Disabilities Policy

Our Accessibility Plan should be read and considered alongside our Special Educational Needs and Disability Policy

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment 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
- improve the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

2024-2027

Target	Action Required	Lead	Evidence of Impact on Stakeholder	Target Completion Date
ACTIONS TO IMPROVE PHYSICAL ENVIRONMENT				

Improve physical access to facilities within the ground floor	Provide temporary ramp for EYFS toilets	Sites Supervisor	No current stakeholders with need for ramped access, but anticipates this need could arise.	Purchase when required
Improve premises for visually impaired	Ongoing works to contrast door frames with doors & coat hooks. Part of rolling works programme.	Sites Supervisor	Make the environment safer for those with visual impairment.	ongoing painting and replacement programme.
Classrooms/ common areas	Paint/provide rubber skirting boards where they exist contrasting colour	Sites Supervisor	Will assist those with visual impairment	Rolling works programme. Works carried out in summer 2023 to lower corridors and wellbeing space. Summer 2024 upper corridors and Disabled toilet completed. 2025/6 4 classrooms, Reception space and hall completed
Reduce noise reverberation	Install specialized noise reduction acoustic materials in classroom and support room Music room 2026	Sites supervisor SENco.	Aid children with hearing impairment and aid concentration for pupils with attention issues.	Completed summer 2023 Year 4 classroom and support/medical room. Summer 2026 music room

Reception office	Provide portable induction loop	Sites Supervisor	Will improve access for hearing impaired visitors, though unlikely to be suitable for teaching. Review on as-needed basis.	To be ordered as and when needed
ACTIONS TO IMPROVE ACCESS TO THE CURRICULUM				
Laptops/tablets	Provide laptops and tablets where necessary	Head Teacher	Will enable pupils with difficulties with fine motor skills to access the curriculum	Tablets and laptops are available to pupils who need them.
Touch typing	Provide touch typing as part of the computing curriculum	Head Teacher	Will enable children who have difficulty handling writing implements to write with speed and accuracy.	Ongoing
Handouts	Handouts to be provided to pupils on coloured paper where necessary.	Head teacher to instruct staff	Will enable some children with dyslexia to read more easily	Ongoing
Fonts, line & letter spacing.	Dyslexic friendly fonts, spacing to be used throughout school in emails, handouts signage etc. Sans serif. Suggested Arial or Raleway http://www.dyslexiaaction.org.uk/page/text-formatting-best-practice	Head teacher and staff	Will enable some children with dyslexia to read more easily	Ongoing Raleway is now used as standard font for all communication

Provide and maintain devices to enable pupils with impaired hearing to clearly hear their teacher and SMART board	Provide for 2 pupils who need this.	SENco	Improved access to curriculum for hearing impaired pupils, enabling them to clearly hear their teacher and SMART board during lessons.	2 devices Introduced in 2023 and 2024 September 2026 one pupil using hearing equipment
Sensory objects	Provide sensory objects such as fidget toys	Head Teacher/ SENCo	Will help concentration and calm pupils with sensory needs	SENCO has supply available as needed.
Classroom writing aids	Provide classroom writing aids such as tinted overlays, pencil grips, writing slopes, ergonomic pens, desk dividers	Head Teacher/ SENCo	Support pupils with physical barriers to writing such as dyspraxia and visual stress	All classrooms equipped and/or available as needed
Classroom active seating aids	Provide classroom aids such as wobble cushions, chair bands and wiggle feet	Head Teacher/ SENCo	Will aid concentration and posture for pupils with sensory needs	All classrooms equipped and/or available as needed

This plan will be reviewed and updated on an ongoing basis but formally in July 2027

Mia Santa-Humfrey
Head Teacher
September 2026

Review approved by Deborah Livsey CEO
New Model School Company Limited
September 2026

Next review date: August 2027