



Malden Oaks
School & Tuition service

Making the **MOST** of every day

Malden Oaks' Accessibility Policy & Plan

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Approved by	SLT
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1. Aims

Malden Oaks' Management Committee has three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan increased access to education for disabled students.

At Malden Oaks, it is the responsibility of every member of staff to reduce and eliminate barriers which restrict access to the curriculum or, indeed, full participation in the school community for current students, prospective students and our adult users with a disability.

This plan should be read in conjunction with and will contribute to the review and revision of related school policies, strategies, documents and plans:

- Special Educational Needs Report
- Equalities Policy
- Health & Safety (including off-site safety)
- Medical Policy
- Child Protection and Safeguarding Policies
- School Development Plan
- School website and Mission Statement

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

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Malden Oaks, our duty to our students goes further than our legal obligations. We strive to create a truly inclusive environment that is as welcoming of diversity as it is inclusive of additional need. Our approach to Equality, Diversity & Inclusion is based on the following 7 key principles:

1. All students are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and

gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other, as well as between individuals.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. This is particularly important for our students and is prioritised through our 4 As ethos and attachment aware approach.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve their highest potential.

7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for our most vulnerable groups of students raises standards across the whole school.

The plan will be made available online on the school website, and paper copies are available upon request.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Figure 1 sets out the action plan detailing the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Lead SENCo and approved by SLT..

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Statement, Policy & Plan
- Special educational needs (SEN) information report
- SEND Report
- Supporting students with medical conditions policy
- Relationships & Communication Policy

Figure 1

AIM: Increasing the extent to which disabled students can participate in the school curriculum				
Current Good Practice				
Attachment Aware, trauma informed approach to a highly personalised and accessible curriculum Students taught in small classes or individually to ensure that positive working relationships are established as they underpin effective provision Provision directed by student need and the flexibility to respond to this promptly				
Objective	Actions to be taken	Success Criteria	WHO	WHEN
To ensure there is representation of disability within the curriculum	AMz to liaise with AR & T&L Team to incorporate representation reviews into discussions around curriculum content	<ul style="list-style-type: none"> Students will see themselves and their disabilities fairly represented in the curriculum Students will become more accepting of those with difficulties different to their own This will be evidenced anecdotally as well as through student voice 	AMz AR Teaching & Learning Team	July 2023
To ensure the new 6 Oaks building is fully accessible to all, regardless of ability	<ul style="list-style-type: none"> -New building to be fully wheelchair accessible, including toilets, entrances and fire exits. - Decor to take into account the need for a neutrally stimulating environment to avoid sensory overload. 	<ul style="list-style-type: none"> Students and visitors of all abilities will be able to safely access this part of Malden Oaks' provision 	SX LD MH Overseeing build	Sept 2023