



# Mayfield School

## Accessibility Policy/Accessibility Plan 2022 - 2025

| Issue No | Date Written | Author / Reviewed By | Date of Review | Approved by Governors      |
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| 1        | Sept 2019    | Sam Kidd             | Autumn 2019    | 15/11/19                   |
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|          |              |                      |                |                            |
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<sup>1</sup> The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup> **This document should be reviewed every 3 years**

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

| Version Number | Version Description | Date of Revision |
|----------------|---------------------|------------------|
| Version 1      | Original            | Sept 2019        |
| Version 2      |                     | Sept 2022        |
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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### **4. AIMS OF THE ACCESSIBILITY PLAN**

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Mayfield School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for all pupils and to:

- increase the extent to which pupils can participate in the different areas of the school curriculum, to increase access to enrichment activities and the wider school curriculum;
- improve further the physical environment of school to enable pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Mayfield School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### **5. KEY OBJECTIVES**

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual,

emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- We are committed to:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 6. CONTEXTUAL INFORMATION

- Mayfield School serves the wide geographical area of West Cumbria, it is one of only 6 special schools in Cumbria.
- The school population has risen to 160.
- The school is well resourced and is part of Campus Whitehaven.
- The premises are used for out of hour's events.

## 7. DEVELOPMENT

### 7.1 The Purpose and Direction of the School's Plan: Vision and Values

#### *Mayfield School*

- *has high ambitions for all students and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to all students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will ensure that its pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *will continue to focus on removing barriers in every area of the life of the school;*
- *is committed to embracing equal opportunities for all members of the school community.*

### 7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2019/20 there are **160 pupils** with a EHCP.
- Our annual improvement plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- **Any** students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority and parents so as to identify and therefore plan a response to students well before they arrive;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

### 7.3 Views of those Consulted during the development of the Plan

Mayfield School will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that Mayfield School provides the best choices for students wanting to enrol here;
- consult the full governing body/SEN governor
- consult staff including specifically inclusion lead, health and safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

## 8. SCOPE OF THE PLAN

### 8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students.

The school plans to increase access to the **curriculum** for all pupils, expanding the curriculum as necessary to ensure that all pupils are prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### 8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will continue to 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 is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

### 8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils

Mayfield School will continue to:

- produce all school literature at the correct font size to help visually impaired students where appropriate;

- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

## **8.4 Financial Planning and Control**

The Head teacher with Senior Leadership Team, together with the Finance Committee, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Improvement Plan.

Mayfield School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **9. IMPLEMENTATION**

### **9.1 Management, Coordination and Implementation**

Mayfield School will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.

### **9.2 Monitoring**

Mayfield School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. The plan will be monitored annually.

### **9.3 Accessing the School's Plan**

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that Mayfield School is aware of all support services that provide advice to schools and staff.

## 10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme, Policy/Objectives
- Health & Safety
- Special Educational Needs
- Educational Visits
- Whole School Behaviour
- School Improvement Plan
- Asset Management Plan
- Complaints Policy

# Mayfield School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- Full Governing Body/SEN Governor/relevant sub-committee
- Staff
- Parents/carers

The plan was approved on: Autumn term 2022

Date of Accessibility Plan: Autumn term 2022

Date for next Review: Autumn term 2025

Senior Member of staff responsible for the Plan : Samantha Kidd - Headteacher

Governors & Committees responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Leadership Team, PHS sub committee

**MAYFIELD SCHOOL ACCESSIBILITY PLAN 2019 - 2020**

**IMPROVING THE CURRICULUM ACCESS AT MAYFIELD SCHOOL**

| <b>Target</b>  | <b>Strategy</b>   | <b>Outcome</b>  | <b>Timeframe</b>         | <b>Achievement</b>  |
|--|---|---|--------------------------|---|
| Training for all new staff in teaching children with specific learning difficulties.           | All staff attend appropriate training. Outreach provision from external agencies.   | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.                        | Termly Updates           | All children are successfully included in all aspects of school life.                                     |
| All enrichment activities are planned to ensure the participation of the whole range of pupils | Review all enrichment provision to ensure compliance with legislation   | All enrichment activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Autumn Term 2022 ongoing | Enrichment opportunities are accessed by all.   |
| Training for Awareness Raising of Disability Issues  | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school. | Whole school community aware of issues relating to Access   | Summer 2023              | Society will benefit by a more inclusive school and social environment                                    |
| Review TA deployment   | Establish when they are available to support children each day that may be different to their current working hours.                          | Adult support is available during key times that individual children may need additional support i.e. lunchtimes, swimming lessons.                     | Reviewed Termly          | Children who need individual adult support to participate in some activities have access to this support. |

## IMPROVING THE PHYSICAL ACCESS AT MAYFIELD SCHOOL

| Target   | Strategy   | Outcome   | Timeframe       | Achievement                                      |
|--|--|---|-----------------|--|
| Classrooms and routes within school are clear                              | Remove all surplus furniture from routes within school   | Accessibility within school is maximised                                  | Ongoing         | All school areas are accessible for all          |
| Ensure that there are clear emergency evacuation procedures for all staff. | Review evacuation procedures to ensure that  | Whole school community aware of issues relating to Access                 | Ongoing         | All school areas are accessible for all          |
| Ensure there is safe refuge in case of fire                                | Establish where the point of refuge is and add to disaster recovery plan.<br>Establish practises that are understood by all. | Clearly understood procedures and safety at all time for pupils and staff | Reviewed Termly | Clearly understood procedures and safety for all |

### IMPROVING WRITTEN ACCESS AT MAYFIELD SCHOOL

| TARGET   | STRATEGY  | OUTCOME   | TIMEFRAME       | ACHIEVEMENT   |
|--|---|---|-----------------|---|
| Availability of written material in alternative formats  | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing         | Delivery of information to pupils and parents improved                                |
| Continue to make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it                      | All school information available for all  | Ongoing         | Delivery of school information to parents and the local community remains outstanding |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.                    | Send out survey to parents regarding quality of communication.  | School is more aware of the opinions of parents and acts on this.   | Annually - July | Parental opinion is surveyed and action taken appropriately.                          |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment                             | Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.      | All school information available for all  | Annually        | Delivery of school information to pupils & parents with visual difficulties improved. |