



MAYFIELD SCHOOL

ACCESSIBILITY PLAN

2026– 2029

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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 several 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 are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

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

Under the 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.

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 coordination
- 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

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.

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 that the pupil faces in comparison to their 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 Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (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.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

We strive 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.

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 disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

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 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.

6. 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; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:

- 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.

7. Contextual information

Mayfield School is an all age (3-19) School for pupils with severe and profound learning needs; we serve pupils and their families across the West of Cumbria. We are situated In Whitehaven, and our Post 16 provision is situated in Cockermouth. Some of the pupils also have autistic spectrum condition, sensory loss or physical difficulties. Our school offers all its pupil's broad curriculum with a strong focus on personalised learning. Mayfield School is an inclusive environment where all pupils feel welcome and valued, where the teaching and learning, achievements, attitudes, and wellbeing of every young person matter. Our central ethos is to provide an outstanding education that supports all pupils towards their individual next step beyond School. Key to this is seeing every young person as an individual and building their education around their hopes and needs.

8. Development of the plan

8.1 Vision and values

Our School:

- *Has high expectations and ambitions for our pupils and expects them to participate and achieve in every aspect of school life.*
- *Is committed to identifying and then removing barriers for our disabled students in all aspects of school life.*
- *Values the individual and the contribution they make to all aspects of school life.*
- *Will strive to ensure that all pupils have access to all areas of the curriculum, our curriculum pathways ensure this and resources are always appropriate*
- *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.*

8.2 Information from pupil data and school audit

As a special needs school we ensure we meet the diverse needs of all our young people. Our Young people have a wide range of complex needs with varying physical needs. Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.

To ensure we meet the needs of our young people we will:

- *liaise with the Local Authority so as to identify and therefore plan appropriately*
- *Communicate with colleagues and ensure appropriate training;*
- *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;*
- *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 as required to reduce obstacles for the school community.*

8.3 Views of those consulted during the development of the plan, if/as required

We will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;*
- *consult the full governing body*
- *consult staff*
- *Consult our young people to gather their views*
- *survey parents/carers to ascertain their views on our provision, ensuring we offer parents alternative ways of answering the survey;*
- *involve outside agencies*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

9. Scope of the plan

9.1 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;

We ensure access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site 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 SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

We have a purpose built site, which is accessible for all and we pride ourselves on this. We regularly complete an environmental audit and incorporate the views of our young people to ensure the site is safe and accessible.

Our Cockermouth site has been adapted to ensure it is accessible. We ensure our young people can participate in all activities, including off-site visits.

In addition we are always:

- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;

- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate curriculum opportunities, to include qualifications/attainments;
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- taking action to ensure that all members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.

9.2 Improving the school's physical environment 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 and different specialist areas, including our forest school provision.

The school will 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. This is fundamental to our school.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

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

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. The information can be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

We have strong links with parents and carers and external agencies and always ensure communication is strong and all information can be accessed.

The Governors ensure we:

- Inform readers that school published material is available in a selection of formats
- Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identify how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identify how resources and other pupil information are selected and provided to meet a diversity of pupil needs.
- Ensure the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

9.4 Financial planning and control

The Head teacher with Senior Management 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 further School Accessibility Plan actions will be integrated into the School Development Plan.

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

10. Implementation

10.1 Management, coordination and implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents and this is linked to our environmental audit.

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;
- 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 every three years.

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. This forms part of everything we do.

10.3 The role of the LA in increasing accessibility

We work with the LA and hold weekly meetings, we review the resources and specialist equipment needs and the training requirements for staff and receive advice, guidance and support from the LA.

10.4 Accessing the school's plan

Any plans for change to the school and the site and the facilities will be shared via:

- *Presentations accessible via a section on the school website open to all visitors to the site;*
- *mentioned in the head teacher's newsletter of the availability of the plan;*
- *open evening/parents' forum/parents session with this as a theme.*

We will ensure that the plan is available in different formats where requested.

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/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools/settings and staff.*

11. Related policies

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

- Curriculum details
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan

- Complaints Procedure

MAYFIELD SCHOOL ACCESSIBILITY PLAN 2026 - 2029

IMPROVING THE CURRICULUM ACCESS AT MAYFIELD SCHOOL

<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achievement</i>
Training for all new staff in teaching children with specific learning difficulties.	All staff attend appropriate training. Weekly CPD to support with this. Training from external agencies. This forms part of our induction.	All staff are familiar with supportive documentation and understand how to support our young people in practice.	Termly reviews	All children are successfully included in all aspects of school life. All children are thriving.
All enrichment activities are planned to ensure the participation of the whole range of pupils	Review all enrichment provision to ensure compliance with legislation. Ensure equality across the school.	All enrichment activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	A wide range of enrichment opportunities are accessed by all.
Training for Awareness Raising of Disability Issues, specifically to the needs of our children,	Provide training for governors, staff, pupils and parents. Discuss perception of issues with	Whole school community aware of issues relating to Access – awareness leads to appropriate actions and support	Autumn 2026	Our community will benefit by a more inclusive school and social environment

	staff to determine the current status of school.			
Review TA deployment	Review staffing and how we ensure our children are supported at the appropriate times across the day.	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 all access 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, and these are understood by all staff.	Review evacuation procedures to ensure they are effective	Whole school community confident about potential issues relating to Access	Ongoing	All school areas are accessible for all- applies to both sites
Ensure there is safe refuge point in case of fire	Establish where the point of refuge is and add to disaster recovery plan. Establish practises that are understood by all.	Clearly understood procedures and safety at all times for pupils and staff	Reviewed Termly	Clearly understood procedures and safety for all

	Regularly revisit and carry our practices to secure confidence in the process			
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IMPROVING WRITTEN ACCESS AT MAYFIELD SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will ensure all information is available in a range of formats	The school will be able to provide written information in different formats when required for individual purposes	<i>Ongoing</i>	Delivery of information to pupils and parents improved
Continue to make available 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
Gather the views of parents/carer s regarding the quality of communication to seek their opinions as to how to improve.	Issues 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	All school information available for all to access	Annually	Delivery of school information to pupils & parents with visual difficulties improved.

	<p>produce customised materials.</p> <p>Provide further training for colleagues</p> <p>Develop opportunities for staff champions</p>			
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