

# Accessibility plan

Mayfield School



Approved by: [Name] Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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## 1. Aims

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

- › Increase the extent to which disabled pupils can participate in 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

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

### School Ethos and Mission Statement

In order to prepare for the transformation from Secondary School to 'all through school' we have identified several strands of work which have been collated into a project plan. Underpinning this plan sits the 'Vision 2020' statement which is designed to provide strategic direction for all decision makers and can be found below.

Our school operates as an all-through school with a single vision, set of values, staff and Governing Body. Our mission is to provide our pupils with:

- Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging sporting prowess - all in a timely fashion;
- Outstanding pastoral care based on nurturing each individual's self-esteem and ambition to realise their full potential;
- Outstanding opportunities to develop the 6Rs (resilience, responsibility, respect, resourcefulness, ready and reflective) and 'character' experiences to succeed both at school and prepare them for being a well-equipped member of society and ready for the world of work.
- The 6 Rs, otherwise known as Learning SuperPowers in Primary, underpin all we do.



In summary:  
"Our only limitation is our ambition".

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 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	SUCCESS CRITERIA
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<p>Increase access to the <b>curriculum</b> for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Use of enlarged font and assistive technology</li> <li>• Use of extra time, rest breaks, readers, and other access arrangements as appropriate</li> <li>• Working with outside agencies e.g. Educational psychology</li> <li>• Deployment of SEN staff</li> <li>• Alternative pathways for students in KS4</li> <li>• The loan of IT if a student is not able to access the curriculum due to mobility needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of needs to make sure that access to the curriculum is achieved</li> <li>• To be able to offer the elevator to support those who have limited mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that classroom organisation is planned to maximise learning opportunities</li> <li>• Provide staff with the relevant information and training so that they are aware of the students needs and how to adapt the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Learning for Teaching and Learning</li> <li>• SENCO</li> </ul>		<ul style="list-style-type: none"> <li>• All students are able to engage in the curriculum.</li> <li>• All students to experience success and make progress</li> </ul>

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<p>Improve and maintain access to the <b>physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps (some at request)</li> <li>• Corridor width</li> <li>• Disabled parking bays (at request).</li> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Reception desk at wheelchair-accessible height</li> <li>• Yellow markings on the edge of internal and external steps to support people with visual impairments</li> <li>• Banisters at every stairwell</li> <li>• Seek advice from outside agencies e.g. visual impairment team</li> </ul>	<p>Current facilities will be maintained by:</p> <ul style="list-style-type: none"> <li>• Maintaining general maintenance e.g. making sure floor surfaces are flat.</li> <li>• To consider how access to the buildings or specific rooms/areas can be improved in the new building and implement any changes that are practical and within the control of the school</li> <li>• Ensure that the specifications in the new build meet the Equality Act 2010 Requirements</li> </ul>	<p>The current school building has limitations regarding the improvement to the physical environment. In September 2021 Mayfield School will move into a brand-new building which will have the addition of:</p> <ul style="list-style-type: none"> <li>• Elevator</li> <li>• Numerous disabled toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Site team</li> <li>• SENCO</li> </ul>		<p>All adults and children will be able to have full access of the school site.</p>

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<p>Improve the delivery of <b>information</b> to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources (on request)</li> <li>• Pictorial or symbolic representations</li> <li>• Requesting translators at meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Aim to have standard letters available in the main languages spoken by the school community</li> </ul>	<p>New build?</p> <ul style="list-style-type: none"> <li>• Induction loops</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• Site team</li> </ul>		<ul style="list-style-type: none"> <li>• School community able to access school information.</li> </ul>

## **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 governing body.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy