

MAYFIELD SCHOOL

Accessibility Plan



Date of policy: June 2022

Written by: Hayley Tinsley

Ratified by GB on: June 2022

Review date: June 2025

Section 1: Vision statement

It is a requirement under the Equality Act 2010 for all schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Mayfield School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010 by:

- 1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;*
- 2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;*
- 3. Improving information delivery to pupils with disabilities.*

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.*
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.*
- Undertake reasonable adjustments to enable staff to access the workplace.*

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Development and Review

- The plan will be on the school website and reviewed annually by the SLT to ensure that it is effective. It will be approved by the governing body.

Section 2: Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice (include established practice and practice under development)	Objectives (Short, Medium & long term)	Actions	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers differentiated curriculum pathways to meet the individual needs of our students.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum i.e. PECs, visual cues etc</p> <p>Curriculum progress is tracked for all pupils, and carefully analysed to ensure that all students are provided with equal opportunities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ul style="list-style-type: none"> • New curriculum strands will be used to deliver effective lessons to all students. • Teachers receive training to plan for the individual needs of students. • Individual pupil targets are set and reviewed regularly. 	<ul style="list-style-type: none"> • Review and refine new curriculum strands to meet the individual needs of students. • Organise classes within key stages to group students based on need so that curriculum delivery is effective. 	<p>DHT's Hayley Tinsley & Caroline Mace</p> <p>SLT</p>	<p>July 2023</p> <p>September 2022</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Adjustable tables • Work stations/dividers 	<ul style="list-style-type: none"> • Create specialist learning environment to meet the individual needs of all students 	<ul style="list-style-type: none"> • Utilise classroom layouts to allow controlled access to required areas for each group of students. • Develop and improve the outdoor spaces across both sites to improve provision and curriculum opportunities 	SLT	April 2023
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To improve the effectiveness of communication strategies used across school to improve students accessibility to information.</p>	<ul style="list-style-type: none"> • Implement whole school communication training linked to recommendations from curriculum lead. • Standardise and resource consistent communication methods across the school. 	<p>SLT</p> <p>Curriculum Lead</p>	January 2023

Section 3: Access Audit

(assessment of physical environment)

Heathfield Road Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 Stairs are kept clean, tidy and free from obstruction at all times	<ul style="list-style-type: none"> Maintain and ensure access Dynamic Risk Assessments to be completed 	Site Manager – Peter Hall Everyone	Ongoing
Corridor access	Corridors are wide Identified parking areas for wheelchairs and standing frames (green class)	<ul style="list-style-type: none"> Ensure pupil equipment does not block corridors 	Everyone	Ongoing
Lifts	Service level agreement in place for maintenance	<ul style="list-style-type: none"> Review service annually 	Site Manager – Peter Hall	Ongoing
Parking bays	Disabled parking bays marked 1 way traffic system in place	<ul style="list-style-type: none"> None required 	Site Manager – Peter Hall	Ongoing
Entrances	Automatic front doors, enclosed lobby	<ul style="list-style-type: none"> None required 	Site Manager – Peter Hall	Ongoing
Ramps	Ramps are kept clean, tidy and free from obstruction at all times	<ul style="list-style-type: none"> Maintain and ensure access Dynamic Risk Assessments to be completed 	Site Manager – Peter Hall	Ongoing
Toilets	Hoists in PMLD Disabled access toilets with alarms	<ul style="list-style-type: none"> Review service annually 	Site Manager – Peter Hall	Ongoing
Reception area	Accessible to wheelchair users	<ul style="list-style-type: none"> None required 	Site Manager – Peter Hall	Ongoing
Internal signage	Appropriate signage in place	<ul style="list-style-type: none"> Ensure that signage is in large print and includes pictorial/symbol representations 	SLT	Ongoing
Emergency escape routes	Fire Evacuation plan in place	<ul style="list-style-type: none"> Ensure weekly testing of system and maintenance 	Site Manager – Peter Hall	Ongoing

HML Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 (but only ground floor used) Stairs are kept clean, tidy and free from obstruction at all times	<ul style="list-style-type: none"> Maintain and ensure access Dynamic Risk Assessments to be completed. 	Site Maintenance – Equans Everyone	Ongoing
Corridor access	Corridors are wide Identified parking areas for wheelchairs and standing frames (green class)	<ul style="list-style-type: none"> Ensure pupil equipment does not block corridors 	Everyone	Ongoing
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