



ACCESSIBILITY PLAN

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1. Introduction

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 gender, race, belief, special educational need, or disability. This accessibility plan focuses on a wide range of disabilities associated with pupils with autism, moderate and 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 physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;*
- 3. Improving the availability of accessible information delivery to pupils with disabilities.*

Definition of disability under the Equality Act 2010

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 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 auxiliary aids or adjustments to premises.

Development and Review

This plan will be shared on the school website and reviewed annually by the leadership team. It will be approved by the local governing body.

2. Aims and Objectives

Our aims are to:

1. Increase the extent to which pupils with SEND can participate in the school curriculum; this includes teaching and learning in the wider curriculum of the school, including school educational visits.
2. Improving the physical environment of the school to increase the extent to which pupils with SEND can take advantage of education and associated services. This includes the physical environment of the school and physical aids to access education.
3. Improving the availability of accessible information delivery to pupils with SEND. This includes the website, signage, leaflets, timetables and information about school events and all information relating to their education, health and care plan and future choices.

3. Existing systems of accessibility

Curriculum Intent

- To meet individual needs
- To prepare for adulthood and life in modern Britain
- To enable effective communication
- To develop healthy relationships based on trust, respect and tolerance
- To learn how to eat healthily, maintain an active lifestyle, and promote physical and mental health
- To support and nurture resilience, independence, and problem-solving skills
- To provide a wide range of cultural capital opportunities
- To understand how to be safe around school, in the community and online
- To embed mutual respect, dignity, self-advocacy and responsibility
- To promote the development of individual personalities, talents and abilities
- To understand their own rights, other people's rights, and respect cultures and differences
- To develop an awareness of sustainability and promote global citizenship

The physical environment at both sites

Heathfield Road site is built on two levels where there is a lift available to the second floor. There are built in ramps to access the rear playground and doors to rooms are wide enough to accommodate wheelchair users.

The visitors' meeting room is at an accessible distance to the front of the school and adapted chairs are available to support sitting more easily for the less ambulant.

At Wheeler Street, Mayfield School provision, is provided for pupils on one accessible level. At the entrance to the building the doors are assisted for wheelchair users and pupils/ staff/ visitors with supported mobility aids. There is a ramp to access two playgrounds as well as stepped access. Corridors and classrooms are large to accommodate wheelchairs and other apparatus needed for mobility.

There are two rooms for visitors, one of which is close to the entrance and accessible to families.

4. Accessibility plan

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, visual timetables, symbols, Makaton.</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 regularly reviewed to ensure it meets the needs of all pupils.</p> <p>Pupils are able to access an enriched curriculum through school educational visits.</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. • Ensure external professionals add to and enrich the curriculum effectively to allow pupils to reach their full potential. 	<p>AHoS</p> <p>Curriculum Leaders</p>	<p>July 2024</p> <p>July 2025</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 • Signs and symbols evident in signage 	<ul style="list-style-type: none"> • Create specialist learning environment to meet the individual needs of all pupils 	<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. • Improve the utilisation of space within the school building to ensure provision enriches the pupils access to a rich and broad curriculum. 	<p>Leadership team and Trust Estates and Environment Leader</p>	<p>July 25</p>

	<ul style="list-style-type: none"> • <i>Lighting</i> • <i>Acoustics</i> 		<ul style="list-style-type: none"> • Develop food rooms on both sites to improve accessibility • Review acoustics in Turquoise class to ensure the room is suitable for pupils with sensory needs • Review lighting levels on both sites to ensure adjustable lighting is in place at Heathfield Road to meet the needs of autistic learners and that lighting levels are both sites are suitable for pupils with visual impairments 		
<p>Improve the delivery of information to pupils with a disability</p>	<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"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> <p>Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services. This includes the physical environment of the school and physical aids to access education.</p> <ul style="list-style-type: none"> • Total Communication Approach 	<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. • Embed the work completed by the SALT to ensure the pupils have access to a total communication curriculum which works towards individual targets and needs. 	<p>Leadership Team</p> <p>Curriculum Leaders</p>	<p>July 2025</p>

5. Access Audit

(assessment of current physical environments, November 2023)

Heathfield Road Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Two storeys 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 – Julian Hadley 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 and maintenance agreements 	Site Manager – Julian Hadley	Ongoing
Parking bays	Disabled parking bays marked One way traffic system in place	<ul style="list-style-type: none"> Allocate wide minibus parking space and provide signage to ensure no other vehicles park there Leaflet cars in disabled bays with no blue badge on display reminding them that spaces are reserved for blue badge holders Liaise with Lime Tree to do the same 	Site Manager – Julian Hadley AHoS	Ongoing
Entrances	Automatic front doors, enclosed lobby	<ul style="list-style-type: none"> None required 	Site Manager – Julian Hadley	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 – Julian Hadley	Ongoing
Toilets	Hoists in PMLD Disabled access toilets with alarms	<ul style="list-style-type: none"> Review service level agreements and maintenance schedule 	Site Manager – Julian Hadley	Ongoing
Reception area	Accessible to wheelchair users and people with mobility aids	<ul style="list-style-type: none"> Provide accessible seating in reception (chairs of different heights and chairs with arms) 	Leadership Team	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 • PEEPs in place where needed 	Site Manager – Julian AHoS	Ongoing
Acoustics	Review acoustics in Turquoise class	<ul style="list-style-type: none"> • Seek specialist advice to ensure the noise levels in the room are appropriate for the type of learner 	Estates and Environment Leader	April 2024
Lighting	Seek adjustments to ensure classroom lighting levels are adjustable	<ul style="list-style-type: none"> • Get quotes to change classroom lighting to dimmable to meet needs of learners 	Estates and Environment Leader	April 2024

HML Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 (but only ground floor used by Mayfield pupils) 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 and surplus furniture does not block corridors 	AHoS	Ongoing
Lifts	Service level agreement in place for maintenance	<ul style="list-style-type: none"> Review service annually 	Site Maintenance - Equans	Ongoing
Parking bays	Disabled parking bays marked One way traffic system in place	<ul style="list-style-type: none"> None required 	Site Maintenance - Equans	Ongoing
Entrances	Automatic front doors, enclosed lobby	<ul style="list-style-type: none"> None required 	Site Maintenance - Equans	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 Maintenance - Equans	Ongoing
Toilets	Hoists in PMLD Disabled access toilets with alarms	<ul style="list-style-type: none"> Review service annually 	Site Maintenance - Equans	Ongoing
Reception area	Accessible to wheelchair users	<ul style="list-style-type: none"> None required 	Site Maintenance - Equans	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 	AHoS	Ongoing
Emergency escape routes	Fire Evacuation plan in place	<ul style="list-style-type: none"> Ensure weekly testing of system and maintenance PEEPs in place where appropriate 	Site Maintenance – Equans AHoS	Ongoing
Lighting	Ensure lighting levels are suitable for those with visual impairment	<ul style="list-style-type: none"> Identify areas that are low lit and complete variation forms for lighting improvements 	AHoS	By January 2024
Flooring	Ensure classroom flooring is suitable for wheelchair and walking frame users	<ul style="list-style-type: none"> Seek advice from OT relating to carpeted floor surfaces in classrooms or floor surfaces with joining materials. Complete variation forms for any necessary adjustments to flooring to improve accessibility 	AHoS	By January 2024

