

Accessibility plan

Mayflower Primary School



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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.

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Mayflower Primary School to be an ideal learning environment for nurturing and developing the whole child.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

This 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. We are a Local Authority school and therefore have a strong relationship with Essex County Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 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.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a curriculum for all pupils with adaptations and scaffolds to meet the needs of individual learners.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</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> <p>School minibus with ramp and provision for those with disability.</p>	<p>The provision of specialised equipment to benefit individual pupils and staff.</p> <p>Intimate Care Plans shared with relevant staff.</p> <p>Embed speech and language programs.</p> <p>Prepare for visually impaired pupil joining the school in Autumn 2021.</p>	<p>Audit of specialised equipment.</p> <p>Review of Intimate Care plans.</p> <p>Monitor provision of Speech and language support and review impact.</p> <p>Consult sensory support team – obtain suitable resources, such as braille keyboard etc and staff training based on identified needs.</p>	<p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>	<p>Summer term 2021</p> <p>Spring term 2021</p> <p>End of summer term 2021</p> <p>End of summer 2021</p>	<p>Increased access to the curriculum. Needs of all learners met.</p> <p>Needs of all learners met.</p> <p>Needs of all learners met, including positive outcomes.</p> <p>Teaching aids more easily accessible and learning experiences of pupil to be enhanced.</p>

	Strategic deployment of support staff.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Elevator • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Clear external signage.</p> <p>Maintain safe access around the interior and exterior of the school.</p> <p>All staff to be aware of personal emergency evacuation plans for pupils/staff with disabilities.</p>	<p>Inspection of current signage and decisions about improvements.</p> <p>Regular Health and Safety inspections.</p> <p>PEEPs drafted and shared with staff.</p>	<p>Headteacher and site manager.</p> <p>Site manager.</p> <p>SENCo</p>	<p>Autumn 2021</p> <p>Ongoing</p> <p>Spring 2020</p>	<p>Clear signage for all visitors to the site to improve safety and accessibility for all.</p> <p>People with disabilities can move around the school easily and safely</p> <p>People with disabilities can evacuate the school easily and safely..</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Ensure documents are accessible for future pupil with visual impairment, including braille</p>	<p>Seek advice from sensory support advisor on individual pupil requirements.</p>	<p>SENCo</p>	<p>End of summer 2021</p>	<p>Pupil able to access school documents.</p>

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 headteacher.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lift				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				
Fire alarms				
Signage				
Doors				