

## Mayfield School Accessibility Policy and Plan

### **Introduction**

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility

### **Definitions**

Disability

The DDA uses a very broad definition of disability:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal day to day activities”

Education and associated services

This is a broad term which covers the whole life of the School.

“It covers not only the curriculum, teaching and learning but school clubs and activities, break and lunchtimes, school sports, school policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next phase of education”

### **Objectives**

1. To increase the extent to which disabled persons (as broadly defined by the DDA) can access and participate in the School’s curricula;
2. To improve the School’s physical environment so that disabled persons can take advantage of the education and associated activities offered;
3. To endeavour to ensure that disabled persons have access to School communications.  
Principles;

Compliance with the DDA is consistent with the School’s aims and Governors and Staff will have regard for its aims and above objectives when carrying out their duties.

The School will therefore endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.

Reflect the anticipated and actual needs of the School’s community in its broadest definition and the needs will be ascertained through discussion with the School’s SENCO.

The School recognises that disabled individuals, parents of disabled pupils and voluntary organisations working with the disabled will have knowledge and experience that can help inform the School’s actions.

The School will continue to seek the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.

The School will annually prepare an Accessibility Plan and The Disability Equality policy will be reviewed bi-annually. This relates to other existing strategic planning process and therefore is linked into the following plans and policies:

Curriculum Policies

SEN Policy

Equal Opportunities Policy

Equality Policy and Equality Objectives

Ratified by:

Reviewed:

Next review:

Member of staff responsible: Deputy Head/Learning Support Leadership Team

	Targets	Action	Completion	Success Criteria
Short term	To make external environment safer for those with a visual impairment	To continually update markings	On going	Clear markings
Short term	To make external environment safer for those with physical disabilities	To monitor the condition of flat surfaces around the school to allow for wheel chair access. To follow advice from LA SEND team in relation to pupils with physical difficulties.	On going	Surfaces and ramps to be put in place
Short term	To improve staff knowledge and understanding of pupils disabilities	Learning Support to continue to maintain the inclusion register detailing the individual needs. Specific training to be delivered on the individual needs.	Annually	Inclusion register regularly updated  Staff training
Short term	To ensure up to date, user friendly, but secure access to the school's SEN register, pupil's Individual Education Plans (IEP), Looked After Children and other related information.	Staff access to the network. Staff training on the use of the SEN pen portraits and the EHCP needs. Ensuring good communication regarding student's needs.	On going	All staff to have training on where to find the SEN data
Short term	Adhere to the requirements of the Disability Equality Duty	FGB to formally accept the Accessibility Policy and Plan. To improve communication with parents through transition and parents of those pupils with SEN.	On going	Ratified policy reviewed and in place  Transition evening in place

Short term	To ensure all pupils have greater access to the curriculum.	SENCO to provide intervention programmes for specific groups. SENCO to monitor performance of students through HoH. Teachers to provide a challenging curriculum for all pupils. Interventions to be put in place to support the progress of pupils underachieving and vulnerable groups.	On going	Staff observations of different strategies used  Majority of lessons to be good or outstanding  Progress of pupils in the vulnerable groups is in line with or better than expectations
Medium term	Staff to be better informed on how to respond when challenged by pupils in a potentially volatile situation.	Reactive strategies to be created for particular pupils. These will explain disabilities, typical behaviour patterns and give advice on appropriate actions to take.	On going	Staff training on individual needs in place.
Long term	As part of a modernisation programme of the schools sporting facilities include disabled activities whenever possible and provide disabled changing facilities and toilets.	Plans to be compliant with current legislation	On going	All building work to be compliant