



Mayfield School

Accessibility Plan

Believe. Achieve. Succeed.

Ambition. Inclusion. Respect.

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people.

Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

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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

School Ethos and Mission Statement

As an all-through school, we pride ourselves on all phases (children working in primary and seniors) being united under a shared set of values and principles whilst recognising that leaders in these phases require the autonomy to drive phase-appropriate improvements. We also pride ourselves on the positive relationships we foster, knowing every young person as an individual and challenging each of them to have the highest possible aspirations. We are ambitious for every child who attends Mayfield to experience an education which enables children to Believe. Achieve. Succeed.

We achieve this all through our shared set of values - **Ambition. Inclusion. Respect.**

Vision

Our vision is to create a **family ethos** that raises aspirations and **makes a real difference** to the life chances of our young people

Mission

All stakeholders, **together**, will create an **environment of respect and inclusion** where all young people are **valued, supported, inspired** and **future-ready**

Our Motto

Believe. Achieve. Succeed.

- To believe in ourselves, our own abilities, in other people and the world around us.
- To achieve our full potential by successfully reaching our goals through effort, skill and

confidence.

- To succeed in becoming the person we want to be.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Key Objectives

Key Objectives of the Accessibility Plan

- a) to increase the extent to which students with a disability can participate in and access the school curriculum;
- b) to improve and maintain access to the physical environment of Mayfield School in order to increase the extent to which students, staff and visitors with a disability can take advantage of education and associated services;
- c) to improve the delivery of **information** and provision of information to students, staff and parents with a disability

4. Activity

This section outlines the main activities which Mayfield School undertakes, and is planning to undertake, to achieve the key objectives (above).

a) to increase the extent to which students with a disability can participate in and access the school curriculum;

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

b) to improve and maintain access to the physical environment of Mayfield School in order to increase the extent to which students, staff and visitors with a disability can take advantage of education and associated services;

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room Access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')

c) to improve the delivery of information and provision of information to students, staff and parents with a disability

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools')

- Modified examination papers
- Modified resource and support material
- ICT facilities

5. 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>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To increase the extent to which students with a disability can participate in and access the school curriculum	• Regular review of curriculum to ensure full accessibility (Continue to offer an adapted curriculum for all pupils)	• Ensure that classroom organisation is planned to maximise learning opportunities • Identification of needs to make sure that access to the curriculum is achieved	• Assistant headteachers (Secondary phase) responsible for Teaching and Learning and Inclusion.	Yearly. Ongoing	• Removal of barriers to learning and participation. All students are able to engage in the curriculum.
	• High expectations of all students	• Adaptations are made. For example, use of enlarged font and assistive technology • CPD for staff in adaptive practice. • Digital strategy to include assistive technology •	• Assistant Headteacher (Secondary phase) responsible for Progress and outcomes and the Deputy Headteacher (Primary phase)	Ongoing	• Higher achievement by all.
	• Introduction of specialist courses for targeted students (where appropriate).	• Curriculum decisions are made considering alternative pathways for students in KS4. • As part of the Options programme, consider the needs of the year group. From 2024 new Year 7 students are	• Inclusion team from the secondary phase. • Primary leadership team.	From Sept 2024. Continue to increase offer from September 2025. Yearly	• Fewer underachieving students. All students experience

		taught Spanish and French. LT/SEN/HOY to create bespoke timetables where appropriate			success and make progress
	Careful planning for rooming, seating and support (including equipment) to ensure disabilities are not a barrier to lesson access	- Continue to use resources tailored to the needs of pupils who require support to access the curriculum - Audit classrooms to reduce cognitive overload. - Staff training linked to adapting the curriculum and classroom environment. - Classrooms optimally organised for disabled students. Class seating plans in all subjects.	- All class teachers - Inclusion Leader, Curriculum Leads Assistant headteacher for teaching and learning. - Primary Leadership Team and Phase Leaders	Ongoing	- Students achieve target grades/levels/expectations - Classrooms optimally organised for disabled students. Class seating plans in all subjects. - Access to classes is improved
	Personalised Learning and Assessment for Learning	- Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - Use of extra time, rest breaks, readers, and other access arrangements as appropriate, and as identified through appropriate assessments. - Ensure the loan of IT if a student is not able to access the curriculum due to mobility needs.	- Primary Leadership team and phase leaders - Assistant headteacher (Secondary): Progress and outcomes - Assistant Headteacher (Secondary): Inclusion leader	ongoing	- Students working at their own level and achieving their targets grades/levels/expectations - The curriculum is fully accessible by all.
	Deployment of SEND staff is carefully tailored towards meeting the needs of all children	- Provide staff with the relevant information and training so that they are aware of the students' needs and how to adapt the curriculum. - Teachers and LSAs have the necessary training to teach and support current disabled students. - Continued working with outside agencies e.g. Educational psychology team	- Assistant headteacher (Primary phase) responsible for Inclusion - SENDCO (Both Primary and secondary phases)	Ongoing	- All SEND staff deployed effectively, knowing individuals and providing the right support/intervention. - Progress is accelerated and children meet their

		Carefully tailored provision (Additional and Alternative) is in place, including staffing, curriculum and assessment.			targets. Attendance of students with SEND is improving year on year.
To improve and maintain access to the physical environment of Mayfield School in order to increase the extent to which students, staff and visitors with a disability can take advantage of education and associated services;	The new school is DDA compliant throughout including: - Lifts - Disabled toilets and on all floors - Disabled changing and showering facilities on the ground floor - Reception and Student Services desk at wheelchair accessible height - Level access through all entrances and exits - Adjustable height tables in all classrooms - Adjustable height sinks in Science laboratories and Technology rooms - Induction Loops in Main Hall, Reception and Music Recital Room - Seek advice from outside agencies, e.g. Visual Impairment Team	Current facilities will be maintained by: - Considering how access to the buildings or specific rooms/areas can be enhanced for disabled users and implement any changes that are practical and within the control of the school - Ensure that any changes to the school building meets the Equality Act 2010 Requirements - Audit/review the provision for disabled users with the SENDCOs and SEND Governor. What is working well? What additional enhancements are needed? - Agree the school strategy for the use of the disabled toilets - To be able to offer the elevator to support those who have limited mobility. Add a secure key code fob to be able to access the lift. - Improve the acoustics in the drama studio by providing carpet flooring. - Improve the acoustics in the primary classrooms and in the primary corridors. - Improve the visibility for students of the teaching interactive screens by replacing current blinds to black out blinds.	- Facilities Manager - Site team - SENDCO (Primary and Secondary phase)	Ongoing Yearly Individual students given a lift pass. Fob access to the lift to be complete in February 2025 half term. Completed (Summer 2024) February half term onwards (phased approach)	All adults and children will be able to have full access of the school site.

- **NB.** The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

To improve the delivery of information and provision of information to students, staff and parents with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Induction loops in Main Hall, Main Reception and Music Recital Room • Large print resources (on request) • Pictorial or symbolic representations • Requesting translators at meetings • Braille signs for classrooms Disabled parking available	• Aim to have standard letters available in the main languages spoken by the school community • Install visual fire extinguisher signs above doors as well as increase number of fire alarm signs.	• SENDCOs (Primary and Secondary) • Student services and admin team • Facilities Manager and Site team	Ongoing Completed Summer 2024	• School community able to access school information.
	• Examination papers – GCSE are modified/coloured paper	• Continue to identify students who need modifications to papers. • Ensure staff understand the process of raising concerns re: SEND and accessibility concerns. • Ensure any modifications are noted as the usual way of working for individual students. • All staff to be trained to read and understand connection plans. This forms part of the induction process.	• SENDCOs (Primary and Secondary) • Student services • Class teachers and curriculum leaders	yearly	• Good links between Student Services (Exams) and SENDCO (Lead Inclusion Support Assistants)
	• Resource material is modified			ongoing	• Staff are following advice and students are receiving modified material
	• Liaison and planning with all appropriate stakeholders working to support the physical and/or mental health needs and disabilities of students.	• Continued working with stakeholders eg gain views via survey about what is working well and what could be improved. • Audit or review of current support.	• Assistant Headteacher (Secondary) Inclusion. • Lead Inclusion Support Assistants (Secondary) • Primary and Secondary Leadership Team	Ongoing	• Positive communication and collaborative working established with all stakeholders.
	• Information for visitors with disabilities in writing on arrival	• Physical copies to be printed and made readily available.	• Receptionist and admin team	ongoing	• Effective exchange of information • Clear information

6. 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 schools Academy Committee.

7. 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 and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy