

Mayflower Primary School



Accessibility Plan

Adopted: May 2018

Reviewed: May 2022

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.

Mayflower Primary School is an inclusive school that aims to ensure all children, staff, parents/carers and governors feel that they belong, are engaged in school life, make good progress and work towards this shared understanding. This means that any barriers to learning that may affect this aim are lessened or removed so that all children, staff, parents/carers and governors have equal access to learning.

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.

We work with a range of professionals (please see the Inclusion Lead for the school provision map) to ensure that pupils' specific needs are identified and addressed as early as possible. We also intend to model good inclusive practice (e.g. the make-up of our staff and governors) so that we are representative of the wider community.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p>	<p>To continue to raise awareness of pupils and staff of the contribution that people with disabilities make to society</p>	<p>Explore opportunities for guest speakers to visit school and speak to pupils and staff, for example, autistic advocates, vision impaired people</p>	<p>Heba</p>	<p>Ongoing</p>
	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum including visual and tactile resources and the use of technology including ipads.</i></p>	<p>To review curriculum resources and ensure they include examples of people with disabilities.</p>	<p>To continue to participate in events that raise the profile of disabled people, and raise awareness, for example, Autism Awareness Week</p>	<p>Heba</p>	<p>Ongoing</p>
	<p><i>Where appropriate, we work with external professionals to meet the needs of pupils with a disability, e.g. Braille teachers, occupational therapists</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability. We use software to ensure that pupils with the highest needs can</i></p>		<p>To audit resources with other curriculum area leads to ensure</p>		<p>Ongoing</p>

	<p><i>demonstrate small steps of progress, e.g. B Squared</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>		they include examples of people with disabilities	Heba & other curriculum area leads	
Improve and maintain access to the physical environment	<p><i>The school is a 1920s building which has the following:</i></p> <ul style="list-style-type: none"> • <i>A lift which can be used to access the 3 main floors of the building. There are some rooms that can only be accessed by stairs.</i> • <i>A disabled friendly toilet on the 1st floor (accessible via lift)</i> • <i>Changing facilities on the ground floor</i> • <i>Consider the use of the roof terrace as an outdoor learning areas for pupils with the highest needs</i> 	<p><i>To audit the school environment and consider where adaptations could be made to meet the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> <p><i>And for the roof terrace, appropriate roofing and safety measures</i></p>	School to carry out an environmental audit and consider the use of ramps to enable access to the early years playground	Heba and Dee	September 2024

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Explain your school's approach here. Example:</i></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>Using visuals including the use of the programme 'communicate in print', as well as appropriate ipad apps including voice to text</i> • <i>To use flexible seating as a whole school approach to meet the sensory needs of all learners</i> • <i>Enlisting the help of external providers, e.g. teacher of the deaf, Braille teacher to advise staff</i> 	<p>To consider areas in the school where the use of visuals would help pupils and have these displayed clearly.</p>	<p>School to carry out an environmental audit and create visuals using the programme 'communicate in print' to supplement written signs where appropriate</p>	<p>Heba</p>	<p>Ongoing</p>
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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 governing body and the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) information report
- SEND policy
- Inclusion Policy
- Equalities policy

Approved May 2022

Signed by Chair of Governors
Megan Hunter