



Mayflower
High School

**ACCESSIBILTY POLICY
AND PLAN
2023-2027**

DOCUMENT CONTROL SHEET

Policy	Amendment	Staff Member	Committee/Date	FGB Approved:	Review due:
Accessibility	As tracked Changes	Suzanne Hayward, Business Manager	Finance and Premises 1 July 2019	15 July 2019	Summer 2021
Accessibility	As tracked Changes	Suzanne Hayward, Business Manager	Finance and Premises 10 May 2021	12 July 2021	Summer 2023
Accessibility	Policy rewritten and updated in full	School Business Manager	Finance & Premises 5 February 2024	15 July 2024	31 March 2027

School's Planning Duty

Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At Mayflower High School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Mayflower High School are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

Mayflower High School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, Sickness and Absence Management.

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already

at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely. All corridors are wide and there are no issues moving around school safely for any person in a wheel chair. We have rails where there are steps and slopes to access all aspects of the school grounds. The school site consists of a number of buildings which have multiple floors, all of which have a lift in place to ensure full access to all pupils. There are five disabled people's toilets located in the school and provision is made for individual children, such as individual toilet seats/ toilet rails. Both the disabled people's toilets have a hand rail, an emergency pull cord and easy use taps. One of the toilets includes a hoist and there is a separate toilet which has space for a changing table. All classrooms have fire exits which can be used for all pupils.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, height adjustable tables and use of laptops etc.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

Current Activities

At Mayflower we have close working relationships with different primary schools and ensure that transition arrangements are organised throughout the summer term before the child starts school. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with SEND Operations Team, outside agencies, Health Professionals and Educational Psychology Services. The SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective. Teaching Assistants (TA) support in classes and during unstructured times. The school has a lead TA for students with Physical and Neurological Impairments who liaises with specialist teacher, Occupational and Physiotherapists as well as parents/carers to arrange visits and reviews.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

- Specialist Teachers

- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- CIC (Children in Care)
- Family Intervention Worker to support families

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- ✓ Hearing impairment
- ✓ Physical disability
- ✓ Visual impairment
- ✓ Specific medical conditions including asthma, eczema, diabetes,
- ✓ Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- ✓ Autism
- ✓ Speech, language and communication needs (SALT)
- ✓ Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome P

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

Reviewed and re-written November 2023

Mayflower High School Accessibility Plan

Short-Term Targets	Aim: To increase the extent to which disabled pupils can participate in the school curriculum				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To comply with the Equality Act 2010.	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure 	On-going	HT All subject leaders Governors	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure
	To identify pupils who may need additional provision to ensure smooth transition.	<ul style="list-style-type: none"> Liaise with primary schools to review potential intake for September 2024. Liaise with SENCo's to ensure clear transfer of records/information Arrange multi-agency meetings where necessary to ensure the provision is suitable Observe the child in their setting prior to attending out school Any changes in pupil's needs identified within SENCo progress meetings – to reflect any needs identified Meeting arranged with parents – information sharing/needs of the child. 	Summer Term for transition and Autumn Term follow-up each September	HT SENCo Assistant SENCo	<ul style="list-style-type: none"> Procedures, resources/equipment and strategies in place Parents are kept informed of provision and consulted
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and 12 monthly objectives/IEPs)	<ul style="list-style-type: none"> Transition meetings in the summer term Transfer of records / meetings with teachers and relevant staff & SEND Folders up-dated and to include all relevant documents/info. shared Create and up-date provision maps showing the overview for each year group and individual pupil's need 	Transition meetings at the end of year On-going meetings SENCo	SENCo Assistant SENCo TA PNI All staff	<ul style="list-style-type: none"> All staff are clear about their responsibilities in meeting pupil's needs Individual Education Plans identified and on provision maps and/or IEPs where needed 	

<p>To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the for identified children</p> <p>□ OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment</p>	<ul style="list-style-type: none"> Referral/consult to specialist support teachers, Psychology Services, Health Team, SALT etc. for additional support and advice where needed Consult regularly with parents for information sharing and discussion on needs ASD, HI and VI needs met through access to specialised support and resources –regular support for identified children OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment 	<p>On-going updates and regular input throughout the year from outside agencies</p>	<p>SENCo All staff working with pupils with additional needs Specialist teachers and Psychology Services</p>	<ul style="list-style-type: none"> Pupils needs being met Advice, strategies and targets given by outside agency support taken on board and making a difference To pupils and school in ensuring needs are met Staff feeling supported in meeting the needs of all pupils Range of equipment integrated into practice Parents feeling confident about the provision
--	--	---	--	---

<p>To review the attainment of pupils with SEND regularly through whole school tracking systems.</p>	<ul style="list-style-type: none"> Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP Attainment of SEND children over the year to be analysed termly and through IEP meetings (SENCo and Assessment Co.) 	<p>Annual EHCP review Termly SEND Progress Meetings – SENCo and teacher Ongoing</p>	<p>HT SENCo</p>	<ul style="list-style-type: none"> Analysis shows that expected progress has been made by all pupils Provision has been reviewed and amended based on needs of pupils
<p>To attend LA meetings to ensure up-to-date with current legislation and LA guidelines</p>	<ul style="list-style-type: none"> Attend training Disseminate to staff/SLT where appropriate Involve parents where appropriate 	<p>On-going</p>	<p>HT/SLT SENCo Governing body</p>	<ul style="list-style-type: none"> Course/meetings attended and disseminated to SLT Governing Body kept up-to date with any changes

Medium -term targets	To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	<ul style="list-style-type: none"> Budget request completed and budget allocated Audit of resources and training needs Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school Staff training identified – internally and externally 	Autumn Term Review – ongoing basis	HT SENCo All staff	Access to the curriculum improved through the use of good quality resources, interventions and adaptations
	To continue to develop intervention across school	<ul style="list-style-type: none"> Provide training for those necessary staff Ensure there are resources available for the intervention- manage budget 	On-going Key adults	SENCo	
	To review extracurricular provision and develop/ensure accessibility for all pupils.	<ul style="list-style-type: none"> Monitor club members Meet with club Leaders Ensure accessibility and improve where possible 	On-going	HT Club Leaders Curriculum Leaders SENCo	Extracurricular activities are organised to be accessible to all pupils in school
Long -term targets	To evaluate and review procedures in place in ensuring participation of disabled pupils.	<ul style="list-style-type: none"> Evaluate and review the short- and medium-term targets and set new targets Produce new plan based on needs of the school/pupils 	Annually	HT SENCo Governing body Pupil & Parents	<ul style="list-style-type: none"> Increased access for disabled pupils Pupils feeling successful at school Quality interventions and resources in place
	To continue to audit, review and develop staff expertise based on the needs of the school.	<ul style="list-style-type: none"> Identify training needs Seek out appropriate training (internally/externally) and prioritise who, what, when etc. 	Annually	SENCo Senior leaders HT	Long term training needs identified and prioritised

Aim: To improve the physical environment of the school					
<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>	
Short-Term Targets	<p>To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils</p>	<p><u>Indoor</u></p> <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Maintain good working order of all disabled toilets and facilities <p><u>Outdoor</u></p> <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes 	On-going	<p>HT Governors SENCo Site team All staff</p>	<ul style="list-style-type: none"> The environment is suitable for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible
	<p>To ensure risk assessments are in place for key pupils</p>	<ul style="list-style-type: none"> Up-date Risk Assessments for all pupils and share with staff Monitor risk assessments and adapt if needed to meet children’s needs 	Annually and regularly	<p>HT SENCo All staff</p>	<ul style="list-style-type: none"> All staff aware of risks and pupils safely accessing the curriculum and school grounds Risk Assessments are understood and followed up

Medium -term targets	To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> • Environment monitoring to take place on a regular basis. • Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. • Needs of the child to be carefully thought through and classrooms adapted accordingly • Seek views of children 	ongoing basis	HT SENCo All staff	Access to the curriculum improved through the use of good quality resources, interventions and adaptations
Long -term targets	<p>To continue to develop the facilities for all children.</p> <p>To ensure path ways are appropriate for wheelchair access.</p>	<ul style="list-style-type: none"> • Look for funding opportunities • Involve the School Council • Regular checks and maintenance • Site manager to report any problems 	On going	HT SENCo Governing body Pupil & Parents	<ul style="list-style-type: none"> • Inclusive child-friendly play areas. • Wheelchair access maintained around the school grounds

Short-Term Targets	Aim: To improve the delivery of information to disabled pupils and parents				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> Office staff aware of parent's needs as notified and adapted material on request The school will make itself aware of the services available for converting written information into alternative formats Health Care Plans kept up-to-date – access to all and kept in the same place Up-date Medical forms regularly Up-date SEND forms in line with guidance 	Annually	HT Governors SENCo Office team All staff	<ul style="list-style-type: none"> All staff aware of the needs of the school Records up-to-date
	To ensure disabled parking is marked and available for disabled staff and disabled pupils only	<ul style="list-style-type: none"> Site manager and office staff to ensure correct use of the disabled parking space 	On going	HT SENCo Governing body	<input type="checkbox"/> Parking fully accessible to meet the needs of pupils and parents
To ensure that the school environment offers further information to pupils and visitors.	<ul style="list-style-type: none"> Classrooms labelled Displays offer visual and written support/adapted where needed Photographs/images for visual support on display Monitored through learning walks 	On going	HT	<input type="checkbox"/> Visual and written environment offers support and is consistent around the school	

Medium -term targets	To continue to up-date and improve the school website to ensure information is fully accessible.	<ul style="list-style-type: none"> • Website redesigned/developed and improved over time • Checklist completed for all relevant information that needs to be on the website • Ensure parents are fully aware of the information available on the website 	On going	HT SENCo All staff	<ul style="list-style-type: none"> • Website up-dated and all relevant information available and up-dated regularly • Friendly/easy to access website • Website used by parents
Long -term targets	To continue to meet any specific future needs of pupils/families within school	<ul style="list-style-type: none"> • Assess needs and plan accordingly • Identify any specialised support needed and seek advice • Add to provision maps/risk assessments etc. • Staff awareness and training where needed 	On going	Whole school	Needs of pupils met where ever possible