



MAYFIELD PRIMARY SCHOOL

Accessibility Plan

Policy approved by the Headteacher

Name : Mr. M Couper-Barton.

Date: December 2018

Next review date: December 2021

MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

Contents

	Page
1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	10
5. Links with other policies	10
6. Links to Oldham Council Local Offer	10
7. Appendix 1: Accessibility audit Legislation and guidance	

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. Here at Mayfield we strive to promote equality and inclusion by ensuring that all pupils have equal access to an appropriate, broad, balanced, relevant and differentiated curriculum. We aim to provide access to high quality first teaching in all of our classrooms.

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, this procedure sets out the process for raising these concerns. This can be accessed through the policy section on our school website.

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

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.

This policy complies with our funding agreement and articles of association.

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 differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum such as IPADS, IPODS, visual timetables and quality assured intervention packages such as BLAST.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. We have a range of methods for this including Target Tracker and PIVATS5 for those children who are working significantly behind their peers (from a similar starting point)</p> <p>Staff are currently working on setting effective SMART targets for pupils with additional needs. The training for this is ongoing.</p>	<p>Short Term Objectives:</p> <p>Raise the awareness of the curriculum needs of all pupils with SEND.</p> <p>Ensure that Class teachers and TA's are matching their planning and provisions for SEN children to their individual needs.</p> <p>Ensure that Class teachers are</p>	<p>SENCo to lead training on the four areas of need during whole school staff meetings. One Session on each of the areas per half term.</p> <p>SENCo to monitor the setting of SMART targets for SEND pupils. One meeting per half term with class teachers and SENCo to discuss targets.</p> <p>Class teachers to update our online provision mapper tool on a half termly basis.</p> <p>Teachers and TA's to be</p>	<p>SENCo All Staff</p> <p>SENCo Class Teachers</p> <p>SENCo</p>	<p>Ongoing</p> <p>Ongoing/ half termly.</p> <p>Ongoing</p>	<p>Staff to have increased knowledge of a range of SEND issues of pupils within their class.</p> <p>All SEND children will have greater access to the curriculum at their own level.</p> <p>All teachers will be aware</p>

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		<p>implementing a person centered approach to the setting of outcomes for SEND pupils.</p> <p>Medium Term Objectives</p> <p>Dyslexia training for all staff to increase awareness and ensure staff know their roles and responsibilities. We have had a number of parents asking about the provision for potentially Dyslexic children.</p> <p>Medical needs training to be carried out in the specific areas of school where it is required for example Cystic Fibrosis.</p>	<p>trained on the principles and practice of a person centered approach towards SEN.</p> <p>Contact a member of the QEST team to come into school and deliver the appropriate training to the whole staff.</p> <p>Relevant resources will be purchased as and when required.</p> <p>Following the current care plans that are in place, arrange for training to be delivered by appropriate professionals. As and when required. (Staff have recently been trained)</p>	<p>Class Teachers</p> <p>SENCo to organise</p> <p>SENCo to arrange the appropriate training as and when required.</p>	<p>training needs.</p> <p>Ongoing.</p> <p>Ongoing</p>	<p>of how to include SEND pupils in decision making processes giving them greater access to their own curriculum.</p> <p>Class teachers will have a better knowledge of how to provide for children with Dyslexic traits.</p> <p>Children with medical disabilities will be supported with the most up to date procedures in place.</p>

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		<p>Long Term Objectives</p> <p>Continue training for staff in any of the following low incidence needs as they occur:</p> <p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Sensory Impairment</p> <p>Specific Learning Difficulties</p> <p>Physical Difficulties</p>	<p>Advice sought from relevant agencies when required; QEST, Team for VI / PI. Relevant staff receive training to enable them to fully support identified pupils.</p>	<p>SENCo and Class teachers</p>		<p>Pupils with a range of needs receive the support and intervention required to enable them to fully access the curriculum and make good progress alongside their peers</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps are available at all key stage entrances.</i> • <i>Corridor width is appropriate for wheelchair access.</i> • <i>Disabled parking bays are available in the rear car park.</i> • <i>X3 Disabled toilets and changing facilities.</i> • <i>Library shelves at wheelchair-accessible height.</i> 	<p>Short Term Objectives</p> <p>Access to the school to be available at the appropriate times for parents with physical disabilities.</p> <p>To have access to clear visual images to enhance learning opportunities.</p>	<p>School gates to be opened to allow access to the ramps at the appropriate times.</p> <p>Pro-wise interactive boards to be fitted in the classrooms at appropriate height levels.</p>	<p>Caretaker Staff members</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Parents, professionals and people in the wider community have access to the school entrances when needed.</p> <p>All children have access to visual images within the curriculum.</p>

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	<ul style="list-style-type: none"> Hearing loop in the reception area. School gates are wide enough to accommodate wheelchair/ mobility scooter access. 	<p>Medium Term Objectives</p> <p>Continue to ensure that the physical environment of school caters for all members of the school community, including those with SEND. Needs of SEN children to be evaluated/ considered as and when they arrive.</p> <p>Ensure that all persons with a hearing impairment have access to the whole school environment including the hall.</p> <p>Adjustments to be made to blinds in the classrooms to ensure the screens are visible and more accessible for VI pupils.</p>	<p>Meet with parents/ carers when children to discuss physical needs as and when they arise.</p> <p>Check that the children/ adults with HI can hear appropriately in all areas of the school</p> <p>Install hearing loop in the hall if needed.</p> <p>Blinds to be renewed in the required classrooms. Rolling program.</p>	<p>SENCo</p> <p>SENCo Hearing impairment team.</p> <p>Business Manager.</p>	<p>As and when the needs arise.</p> <p>2018/2021</p> <p>2018/2021</p>	<p>All members of the school community are able to access all areas of the school environment and have their needs met.</p> <p>All persons with a hearing impairment can fully access all communal areas of the school environment.</p> <p>Pupils, including those with SEND (particularly VI) are able to clearly see the screen.</p>

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		<p>Long Term Objectives</p> <p>Provide ramp access to the outdoor area at the back of the school. (Star garden.)</p>	<p>Assess the needs of people who need wheelchair access to the school surroundings.</p>	<p>SENCo/ Business manager</p>	<p>2018/2021</p>	<p>The outdoor area will be accessible for anyone with a physical disability.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Here at Mayfield we use a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Dyslexia friendly colours.</i> • <i>Pictorial or symbolic representations</i> • <i>Text messages and Emails edited to suit the needs of the recipients.</i> • <i>Hearing loop installed in the office area.</i> 	<p>Short Term Objectives</p> <p>Ensure that all persons with a hearing impairment know about the hearing facilities that are available in school</p> <p>Written information to be offered in larger print for VI pupils / parents.</p>	<p>Check that the hearing loop in the office remains operational.</p> <p>Check the actions provided by the hearing impairment team for individual children,</p> <p>School to make large print versions of newsletters / homework available upon request. To be offered in newsletters and to be requested from the office.</p>	<p>SENCo</p> <p>Office Staff/ Class teachers</p>	<p>Autumn Term</p> <p>Ongoing</p>	<p>All persons with a hearing impairment will have greater access to the environment and the delivery of information.</p> <p>Delivery of information to disabled pupils / parents / visitors improved.</p>

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		<p>Medium Term Objectives</p> <p>School to ensure all relevant information is reported via the school website and to seek parents' views through this medium.</p>	<p>All relevant information (including the SES) to be made available online through the school website.</p> <p>Information to be checked/ modified as and when required.</p>	SENCo	Ongoing	Improved delivery of information to members of the school community with SEND.
		<p>Long Term Objectives</p> <p>School to be able to offer information in a variety of forms, e.g. braille, other languages.</p>	<p>Find available resources / ways to provide information such as prospectuses, newsletters and other information in a variety of formats.</p>	SENCo	2018-2021	Improved delivery of information to a range of audiences (including those with SEND).

4. Monitoring arrangements

This document will be reviewed every **three** years but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher Mr M. Couper-Barton.

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

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



Parent Forum

SEND ISSIS

<http://iassoldha.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



