



ACCESSIBILITY PLAN

Policy prepared by	Mark Couper Barton Headteacher
Policy approved by Local Committee	22.3.23
Next Review Date	Autumn 2024

MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

Contents

Contents	2
1.0 Aims	3
2.0 Legislation and guidance	3
3.0 3. Action plan	4
4.0 Links with other policies.....	12
5.0 Links to Oldham Council Local Offer and other Partners	12

1.0 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to pupils with disabilities

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. At Mayfield, we strive to promote equality and inclusion by ensuring that all pupils have the same entitlement, i.e. equal access to an appropriate, broad, balanced, relevant, and differentiated curriculum, accessible to all children through careful planning, resourcing, and support, also strengthened through high quality first teaching in all 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 issues around disabilities.

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 / carers, children, and governors.

2.0 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-pupils with disabilities. 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.

3.0 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers the full curriculum to all pupils as part of their entitlement. Where required, carefully planned adjustments are made to ensure access. This may include resources, use of adults, additional time, and scaffolding.'</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum such as electronic devices, visual timetables, and quality assured intervention packages.</p> <p>Curriculum progress is tracked for all pupils, including those</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 support staff are matching their planning and provisions for SEND children to their individual needs.</p>	<p>SENDCO 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>SENDCO to monitor the setting of SMART targets for SEND pupils. One meeting per half term with class teachers and SENDCO to discuss targets.</p> <p>Class teachers to update our online</p>	<p>SENDCO All Staff</p> <p>SENDCO Class Teachers</p>	<p>Ongoing</p> <p>Ongoing/ half termly.</p>	<p>Staff to have increased knowledge of a range of SEND issues relating to pupils within their class.</p> <p>All SEND children will have greater access to the curriculum at their own level.</p>

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
	<p>with additional needs or disabilities. We have a range of methods for this including Target Tracker and PIVATS 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>Ensure that class teachers are implementing a person-centered approach to the setting of outcomes for SEND pupils.</p> <p>Medium Term Objectives</p> <p>Training for all staff to increase awareness of issues and ensure staff know their roles and responsibilities, for example: Dyslexia</p>	<p>provision mapper tool on a half termly basis.</p> <p>Teachers and support staff to be 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>SENDCO Class Teachers</p> <p>SENDCO to organise</p>	<p>Ongoing training needs.</p> <p>Ongoing</p>	<p>All teachers will be aware of how to include SEND pupils in decision making processes giving them greater access to the full curriculum.</p> <p>Class teachers will have a better knowledge of how to provide for children, for example with Dyslexic traits.</p>

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
		<p>/ Speech and Language.</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>Long Term Objectives</p> <p>Continue training for staff in any of the following low incidence needs as they occur: Hearing Impairment</p> <p>Visual Impairment</p> <p>Sensory Impairment</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>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>SENDCO to arrange the appropriate training as and when required.</p> <p>SENDCO and Class teachers</p>	<p>Ongoing</p>	<p>Children with medical needs / disabilities will be supported with the most up to date procedures in place.</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>

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
		Specific Learning Difficulties Physical Difficulties				
Improve and maintain access to the physical environment	<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 and Visitor carpark on Mayfield Road.</i> • <i>x3 Accessibility toilets and changing facilities.</i> 	<p>Short Term Objectives</p> <p>Access to the school to be available at the appropriate times for parents / carers with physical disabilities.</p> <p>To have access to clear visual images to enhance learning opportunities.</p>	<p>School gates opened to allow access to the ramps at the appropriate times.</p> <p>Interactive boards fitted in the classrooms at appropriate height levels.</p>	<p>Site Manager Staff members</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Parents / carers, 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>

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
	<ul style="list-style-type: none"> • <i>Library shelves at wheelchair-accessible height.</i> • <i>Lift in the KS2 extension.</i> • <i>Hearing loop in the main reception area.</i> • <i>School gates are wide enough to accommodate wheelchair/ mobility scooter access.</i> 	<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 children with SEND to be evaluated / considered as and when they arrive.</p> <p>Ensure that all those with a hearing impairment have access to the whole school environment including the hall.</p>	<p>Meet with parents / carers to discuss children with physical needs when required.</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 halls if needed.</p>	<p>SENDCO</p> <p>SENDCO Learning impairment team.</p>	<p>As and when the needs arise.</p> <p>2023-26</p>	<p>All members of the school community can access all areas of the school environment and have their needs met.</p> <p>All those with a hearing impairment can fully access all communal areas of the school environment.</p>

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
		<p>Adjustments to be made to blinds in the classrooms if required to ensure the screens are visible and more accessible for VI pupils.</p> <p>Long Term Objectives Provide ramp access to the outdoor area at the back of the school. (Star garden.)</p>	<p>Blinds reviewed / renewed as part of on-going rolling programme.</p> <p>Assess the needs of people who need wheelchair access to the school surroundings.</p>	<p>Business Manager.</p> <p>SENDCO/ Business manager</p>	<p>2023-26</p> <p>Not specified</p>	<p>Pupils, including those with SEND (particularly VI) can clearly see the screen.</p> <p>The outdoor area will be accessible for anyone with a physical disability. This area is not currently in use.</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> 	<p>Short Term Objectives</p> <p>Ensure that all persons with a hearing impairment know about the hearing support facilities that are available in school.</p>	<p>Check that the hearing loop in the office remains operational.</p> <p>Check the actions provided by the hearing impairment</p>	<p>SENDCO</p>	<p>Autumn Term</p>	<p>All persons with a hearing impairment will have greater access to the environment and the delivery of information.</p>

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
	<ul style="list-style-type: none"> • Text messages and e-mails edited to suit the needs of the recipients. • Hearing loop installed in the office area. <p>Where required, school will look into specific alternative forms of communication.</p>	<p>Written information to be offered in larger print for VI pupils / parents / carers.</p> <p>Medium Term Objectives</p> <p>School to ensure all relevant information is shared with parents / carers via the school website, Twitter, text messages, e-mails, and newsletters.</p>	<p>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>All relevant information to be made available online through the school website and Twitter.</p> <p>Information to be checked/ modified as and when required.</p>	<p>Office Staff/ Class teachers</p> <p>SENDCO Office Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Delivery of information to pupils with disabilities / parents / carers / visitors improved.</p> <p>Improved delivery of information to members of the school community with SEND.</p>

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
		<p>Google form questionnaires, paper questionnaires and face to face discussions are used to seek parent / carer views.</p> <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 the prospectus, newsletters, and other information in a variety of formats.</p>	<p>SENDCO Office Team</p>	<p>2023-26</p>	<p>Improved delivery of information to a range of audiences (including those with SEND).</p>

4.0 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

5.0 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:

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



