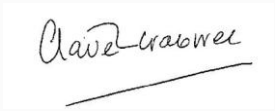
MAYFIELD SCHOOL
DREAM • BELIEVE • ACHIEVE

Accessibility Plan Policy

PLAN ADMINISTRATION	
ACCESSIBILITY PLAN POLICY	
Version number	2
Date of first issue	3rd September 2021
Date of review	1st October 2026
Date of next review	1st October 2029
Electronic copies of this plan are available from	School 'A' drive
Hard copies of this plan are available from	School office
Person responsible for review	School Business Manager

PLAN SIGN-OFF:		
ROLE	**SIGNATURE**	**DATE**
Headteacher		01.10.2026
Link Governor		01.10.2026
School Business Manager		01.10.2026

Contents

1. Aims 4
2. Legislation and guidance 5
3. Accessibility plan 6
3. Action plan 8
4. Monitoring arrangements 20
5. Links with other policies 21

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 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

It is designed to meet the needs of students with a disability as defined in the act:

'A physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Accessibility plan

3.1 Aim

In the context of our setting, the plan is to ensure we maintain regular oversight of provision across school as it develops and expands to meet the changing needs of our learners. It is also intended to ensure we keep up to date with any building or maintenance plans to ensure the physical environment serves to enhance access to quality learning. Finally, as a school, we will respond to changes in technology to best meet the needs of our school population and ensure we find the most effective and efficient ways to communicate with the students and their families.

3.2 Intent

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Mayfield School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats.

3.3 Monitoring

The plan will be agreed and actioned via the resources and health and safety committee of the school governing body in consultation with the School Business Manager, staff health and safety representative and the Headteacher. It will also be linked to the relevant aspects of school improvement planning and aligned with the annual budget.

This plan is written in conjunction with our premises action plan and evaluated / actioned by the school health and safety committee.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure equal opportunities for persons with disabilities
- Provide support and provision for employees with disabilities to carry out their work effectively without barriers
- Undertake reasonable adjustments to ensure staff access the workplace.

Theses duties are delegated to the Headteacher and School Business Manager and report to the governors as required.

3. Action plan

2026 -2029 KEY STAFF: HEADTEACHER / SCHOOL BUSINESS MANAGER- LINK GOVERNORS: MARTIN CASEWELL					
The Accessibility Plan will be monitored annually and reviewed in partnership with pupils, parents, staff, governors and other stakeholders. The school expansion programme will be considered through ongoing accessibility impact assessment to ensure that future developments promote inclusion and equitable access for all.					
Target	**Strategies/Actions**	**Who**	**Outcome**	**Time Frame**	**Review**
Access to Physical Environment					
Improve accessibility by developing an inclusive and accessible outdoor learning environment that enables pupils with complex physical and sensory needs to	Pentagon play to install a canopy and enclosure at the rear of old Indigo class and blend with current yellow class enclosure.	Pentagon play/SBM	Pupils with complex physical and sensory needs will access an inclusive outdoor space year-round, promoting engagement,	October 2026	

	participate fully in outdoor learning and play opportunities.	Ongoing training programme to support moving and handling in this created area.		independence and therapeutic learning.		
	Enhance independence, safety and mobility. **Ensure future developments incorporate inclusive design principles.**	Improve site access and traffic management by converting the redundant grass area between Shaftesbury and Mayfield schools into a safe, accessible minibus drop-off and turning zone, with suitable fencing to separate vehicles and pedestrians.	SBM/Site manager/ project manager for expansion team.	Site access, transport arrangements and pedestrian safety will be significantly improved, enabling safer arrival and departure for pupils, staff and visitors, including wheelchair users and those with mobility needs.	Spring 2028	
	To improve the <u>overall</u> Forest School and outdoor	Separate development plan required for	CF/SP and	Outdoor learning environments will	Summer	

	environment.	medium- and long-term development of these area's including cycle track, EYFS and Infant playground. This may include better access to learning sheds and positioning of water/sensory play	SLT	provide inclusive, accessible and stimulating opportunities that promote physical development, independence, wellbeing and engagement for all pupils.	2028	
	A five-year refurbishment plan with Prop/JT Holdings to enhance the school's existing facilities.	Develop a rolling school refurbishment programme covering redecoration, painting and accessibility improvements.	SBM	School facilities will be maintained and enhanced through a planned programme of refurbishment, ensuring environments remain safe, inclusive, accessible and fit for purpose for current and	Review 2029 for the next Accessibility Plan.	

				future cohorts.		
	Refurbish the former sensory garden, subject to the location and plans for Phase 2 expansion.	Confirm the Phase 2 expansion plans, then agree the garden's location, design and refurbishment requirements.	SBM/CF	To ensure it is a safe and accessible area.	Summer 2027	
	Provide a complete, accessible hoist system in the Red Class bathroom to support current and future pupils.	Install a new hoist pod compatible with the existing system.	SBM/Simply Moving and Sleeping LTD	Pupils requiring hoisting support will be able to access personal care facilities safely, comfortably and with dignity, ensuring equitable access to school provision.	Autumn 2026	
Access to Curriculum and Learning						
	Remove barriers to learning. **Develop staff expertise.**	Provide training and workshops to strengthen staff	Class Teachers	Robust assessment and monitoring will show that pupils make	Ongoing	

	Ensure equitable participation in enrichment, visits and wider school life. **To ensure staff record all agreed aspects of progress linked to inclusion and key learning needs (EFL).**	expertise in inclusion and key learning needs (EFL). Hold regular progress meetings with class teachers to review pupils' learning, participation and support, and ensure agreed EFL progress is consistently recorded. Use this information and participation data to identify barriers early, plan and review targeted interventions, and ensure equitable access to enrichment, visits and wider school life. Share relevant		sustained progress from their individual starting points, that barriers to learning are identified and addressed promptly, and that EFL is reviewed to ensure it remains an effective tool for supporting pupils' needs.		

		information to support effective transitions between classes.				
	Update whole school training in relation to online learning and safety.	Review the curriculum to identify where online learning and safety are taught, and provide staff with updated training. Take part in Safer Internet Day and ensure each class agrees on age-appropriate expectations for safe internet use. Offer parents guidance or training on online risks, parental controls and the school's approach	DHT	Pupils develop an age- and ability-appropriate understanding of online risks and know how to seek help. Parents understand the risks associated with technology, feel more confident using parental controls, and know what online safety learning is covered in school.	Ongoing	

		to online safety.				
	To ensure all pupils access range of clubs and out of school activities.	Increase number of lunchtime and after school clubs.	JJ /CF/LB	All pupils will have equitable access to enrichment activities, educational visits and residential experiences, with participation barriers identified and removed wherever possible.	Ongoing – review with school council	
		To update educational visits and residential policy to ensure all students are involved across time in school.	LH/CPR		From Autumn 2026	
	To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement classroom layouts that make furniture and equipment accessible and support learning. Carry out termly premises audits to identify and address barriers to physical	SBM/DHT	Learning environments will consistently promote independence, participation, communication and engagement, ensuring that classrooms meet the diverse needs of all	September (yearly)	

		access, curriculum participation and communication.		learners.		
	Comprehensive training programme on rolling programme with school nursing team for medical training – adapting to needs of students.	All staff receive medical training updates annually Specific training for complex health needs as required	DHT	Staff will possess the knowledge, confidence and competence required to meet pupils' medical needs safely, enabling full participation in school life.	Ongoing (updated annually)	
	To enable all children to access creative curriculum, linked to vulnerable children.	To annually budget according to Pupil Premium and equipment of CLA pupils.	SBM/CLA Lead	Equipment and resources will specifically bridge educational gaps or support emotional regulation for children looked after. Pupil Premium will help	Annually	

				improve educational outcomes for disadvantaged pupils.		
	To provide IT equipment for children with SEND to access the curriculum.	Review provision regularly as needs change, and identify, trial and implement suitable assistive technology or alternative practices to support people with disabilities.	MC	Appropriate assistive technology and digital resources will enable pupils to access learning, communicate effectively and participate more independently across the curriculum.	Review and ongoing – Summer 2027	
	Reviews School's WiFi provision in light of current and future demand.	Assess current Wi-Fi coverage and capacity, identify any gaps, and specify the upgrades needed to support the Phase 2 expansion and future	MC/SBM in conjuction with project team for expansion	Reliable Wi-Fi is available in the Phase 2 expansion by the end of the summer 2028 term, ready for the building's planned opening in September	To be available from September 2028	

		school needs.		2028.		
	Access to Written Information					
	Maintain clear, consistent and accessible signage across the school site.	Review internal and external signage as the site develops. Ensure new and replacement signage follows the corporate standard already adopted across the school.	Office Manager/ DP	Pupils, staff, visitors and contractors can navigate the school safely and independently.	Ongoing; complete by September 2028.	
	Embed a consistent total communication approach across the school.	Use symbols, photographs, pictures, Signalong, objects of reference and experiential approaches to support communication. Provide staff training in Talk Tools and	DM/EM/LH	Pupils can access information, develop communication skills, express preferences and participate in learning and school life.	Ongoing	

		Signalong. Carry out communication audits to identify universal, specialist and targeted provision.				
	Provide information in accessible formats.	Adjust document font sizes for pupils with visual impairments. Use Communicate: In Print to support pupils who need help to access written text.	All staff	Pupils can access written information in a format suited to their needs.	Ongoing	
	Ensure pupils, parents, carers, staff and governors can contribute to school decisions.	Provide a parent support group and training linked to identified needs. Use the school council to represent pupils' views.	JJ/ CF/LB; HT	The school community contributes meaningfully to school improvement through accessible consultation and engagement, and decisions reflect its	Ongoing	

				needs.		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by health and safety committee of the school governing body in consultation with the School Business Manager, staff health and safety representative and the Headteacher.

The Plan will be monitored and approved through the Curriculum and Premises Committees of the Governors.

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
- SEND policy
- Supporting pupils with medical conditions policy