

Accessibility Plan for Mayflower Federation

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities. In order to achieve this, staff training on how to meet the needs of pupils with specific disabilities are scheduled regularly throughout the year. Teachers plan for and differentiate activities to meet pupils' needs on a daily basis, with support staff. In addition, reviewing resources and equipment that support children with specific needs are also budgeted for and utilised, when required. This includes ICT hardware and software.

The school has already:

- Provided further training and support for Teaching Assistants in supporting children on the autistic spectrum and dyslexia
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN software as appropriate

During 2022-2025 the school plans to:

- Provide specialist hardware and software for the use of pupils with a hearing impairment
- Ensure that provision is made for children with disabilities in all of the trips (including residential) undertaken by the school
- Provide specific training for staff in Early Years on supporting children with ASD.

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community. Work is regularly reviewed by the premises and senior team in order to check for easy access in and out of the buildings. This includes clear lighting, lift operation checks and ramps for children in wheelchairs.

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the main school entrance
- Installed a disabled toilet and shower
- Installed a wheelchair lift on the Lower Site to give access to the upstairs classrooms.

During the 2022-25 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Review and improve, where necessary, signage for people for clarity of direction around the school.

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
- Ensured that signage for exits etc. uses non-written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities

During the 2020-25 the school plans to:

- Replace the sound system in use for assemblies, presentations to parents and children's performances
- Produce newsletters in alternative formats, e.g. large print, on line according to individual needs of parents/ carers
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Action Plan

AREA A: STRATEGIC DIRECTION, MONITORING AND EVALUATION				
Actions	Responsibility	Timescale	Resources	Success Criteria
Governors review school's inclusive culture, policies and practices	Chair of Governors	Ongoing	Half Termly meetings	Accessibility plan targets achieved; increased progress for all pupils; pupils with disability make similar progress to that of peers.
Identify member of SLT to act as a responsible person for day to day prevention of discrimination	Headteacher	Ongoing	Messages in briefing; HR support from Judicium.	Termly reports to governors on any discrimination issues with identified action.
Review school handbook and policies in relation to disability discrimination and procedures	Headteacher	Ongoing	Messages in briefing; HR support from Judicium.	Governors to be aware of amended documentation and have knowledge of discrimination procedures.
Provide equality training for all staff to raise awareness of an inclusive culture	Inclusion Deputy/ SENCo.	Ongoing	Staff meeting allocation	Staff to have been provided adequate training on equality and implement actions for more inclusive practice.
Provision maps to clearly indicate support necessary for all pupils with disability	Inclusion Deputy/ SENCo.	Ongoing	Pupil progress meetings and follow up admin allocated time.	Provision maps across all classes record provision for all children with disability.

AREA B: IMPROVING ACCESS TO THE CURRICULUM FOR CHILDREN WITH DISABILITIES

Actions	Responsibility	Timescale	Resources	Success Criteria
Monitor disability access issues	Inclusion Governor/ Deputy Head for inclusion	Ongoing	On hour visit per term	Governor to focus on inclusion as part of learning walks, including identification of best practice and practice that requires further development.
Middle Leaders to undertake an audit of inclusive classroom learning practice for children with disabilities	Year Leaders/ Subject Leaders/ SENCo	Ongoing	Lesson observation cycle to include a focus on inclusion	Termly monitoring to include that of children with disabilities. Areas for recommendation are followed up and addressed for improved practice
Pupil assessment to be included in all data analysis to monitor progress	Deputy Head for assessment	Ongoing	Termly data analysis allocated time.	Data analysis includes scrutiny of pupils with disability; pupil progress identifies the how to further support pupils access the curriculum for improved outcomes.
Review medium term plans for each year group to ensure suitable challenge is provided for the range of pupils' needs.	Deputy Head for curriculum/ Subject Leaders	Ongoing	Termly twilight staff meeting.	Significant people studied include people with disabilities. Pupils with disabilities are able to access the breadth of curriculum.

AREA C: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT FOR PUPILS WITH PHYSICAL DISABILITIES

Actions	Responsibility	Timescale	Resources	Success Criteria
Continue to ensure co-ordinated development of access to school premises.	Headteacher School Business Manager	Ongoing	Weekly premises meetings	Identify areas of premises that are presented at governors' meetings. Phased plan to address and improve school premises to cater for pupils and members of the community.
Utilise external H&S audits to assist in site development	School Business Manager Premises Team	Ongoing	Bi-annual H&S audits	Audits undertaken. Actions that are identified are included in premises plans to improve accessibility to all areas of the school site.
Improve access for children through introducing and developing a suitable break-out space for pupils with disabilities.	Headteacher Inclusion Deputy SENCo	Ongoing	Spare classroom to be adapted to create suitable break-out space for learning and engagement of pupils with disabilities.	Higher quality break-out space developed. Children with disabilities are able to access the space to promote engagement in learning beyond their own classroom.

AREA D: IMPROVING THE DELIVERY OF INFORMATION FOR PUPILS WITH PHYSICAL DISABILITIES

Actions	Responsibility	Timescale	Resources	Success Criteria
Develop the induction practices to support all new families entering the school.	Early Years Deputy SENCo Family Support Officer	Ongoing	Release time Administration Time	All new families continue to receive home visits.
Develop signage across the school, as appropriate	School Business Manager SENCo	Ongoing	Site walks Budget included in premises improvement	Signage is updated to meet needs, as necessary.
Ensure all children are able to engage in receptive and expressive communication	Class Teachers Middle Leaders SENCO SLT	Ongoing	Monitoring schedule	SALT provision targets pupils who require additional support. Mixed ability grouping facilitates peer communication.
Upgrade all interactive whiteboards for clarity of delivering information	School Business Manager Headteacher	Ongoing	Premises improvement budget	Whiteboards are updated in phases to ensure clear vision of learning resources for all pupils.
Information presented to parents is available in a range of formats, as necessary.	Admin staff SLT	Ongoing	Computer programs to support adjustments	Parent information is distributed so all families are able to access information in a format that meets their needs.