

Mayflower Primary School

Accessibility Plan: 2020 – 2023

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2012 the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat pupils with disabilities less favourably for a reason related to their disability
- To make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage
- To plan to increase access to education for pupils with disabilities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's Accessibility Plan is resourced and reviewed/revised as necessary.

The purpose and direction of the school's plan: vision and values

At Mayflower we make every effort to achieve maximum inclusion of pupils with SEND whilst meeting pupils' individual needs. Teachers provide learning opportunities for all of the pupils within the school environment and provide materials appropriate to the pupil's interests and abilities. This ensures that all pupils have full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion.

The aims of Mayflower Primary School are based on the aims stated in the LA Policy for Special Educational Needs and guided by the revised Code of Practice for Special Educational Needs. We aim to work with the LA, to ensure high levels of achievement, effective learning progress and development for all pupils including our disabled pupils regardless of any special educational need.

Our SEND policy includes information on how the school complies with the SEN and Disability Act. Further planning to improve accessibility will be included in the School Development Plan when applicable.

Information from pupil data and school audit

- Mayflower welcomes pupils with disabilities
- Their parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources
- Mayflower has a history of enabling pupils with disabilities to make progress and to attain good results to the end of their time at the school
- The school has the following features which make it particularly suitable to pupils with disabilities:
 - Wheelchair access through the Nursery, the main entrance and the main hall
 - Nappy changing facilities in the Nursery
 - Showering facilities
 - Ramps to three entrances – main door, Nursery and the main hall
 - A disabled parking bay is close to the main entrance
 - Acoustic ceiling tiles to reduce background noise in two classrooms, the dining room and main hall for hearing impaired children
 - There are enlargement arrangements for pupils with visual impairment
 - All classrooms, dining room and main hall have blinds to windows subject to direct sunlight
 - Two classrooms on the ground floor are built to accommodate pupils with disabilities and includes a disabled toilet with hoist and changing bed
 - Stair lift in the main corridor
 - 3 large gates with vehicle access
 - Large open space in playgrounds
 - Asthma inhalers are kept in classrooms
 - Epi pens are kept securely in the Head Teachers office
 - Laptops/ipads are in use in classrooms to increase accessibility to the curriculum.

An accessibility Action Plan was drawn up for improving access within existing arrangements. We monitor the implementation of the Accessibility Action Plan and we review the access needs of the school and include developments, when required, within the Development Plan.

This plan will be reviewed every three years or sooner if required.

Accessibility Action Plan

Actions	Responsibility	Resources	Monitoring/ Evaluation	Success Criteria	Target dates	Review Date
Improve the emergency lighting	Head Site Manager	LA Funded	Head Site Manager	All emergency lighting updated and new areas covered as required	Autumn 2017	Ongoing
School plans to improve access to designated areas as required	Head Site Manager SENCo	Quotes to be obtained as required	Head SENCo	Provision identified. Quotes obtained and agreed by Governing Body. Improvements implemented	Subject to requirement	ongoing
Emergency evacuation plan to include strategies for evacuating disabled pupils and visitors	Head	Evac Chair to be obtained should there be a need	Head Site Manager SENCo	Evacuation Plan reviewed against the needs of pupils. Evac chair in place should there be a need.	Autumn 2017	Annually (or sooner if required)
Ensure classrooms are optimally organised for pupils with disabilities as required.	SENCo	Provision of equipment/materials Adequate lighting Provision of suitable furniture if required	SENCo	Audit of resources undertaken. Provision identified and needs met	Autumn 2017	Annually (or sooner if required)
Installation of high quality LED lighting across the school	Head Site Manager Business Manager	Quotations obtained from providers and funded according to successful tender	Head Site Manager Business Manager	Quotations obtained and agreed by governing body. Programme of work agreed and scheduled.	Summer 2017 for quotations	Annually (or sooner if required)