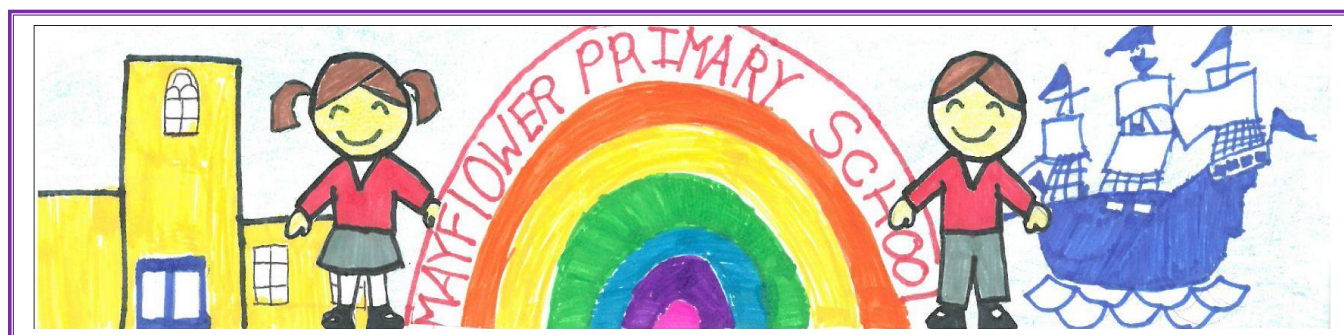
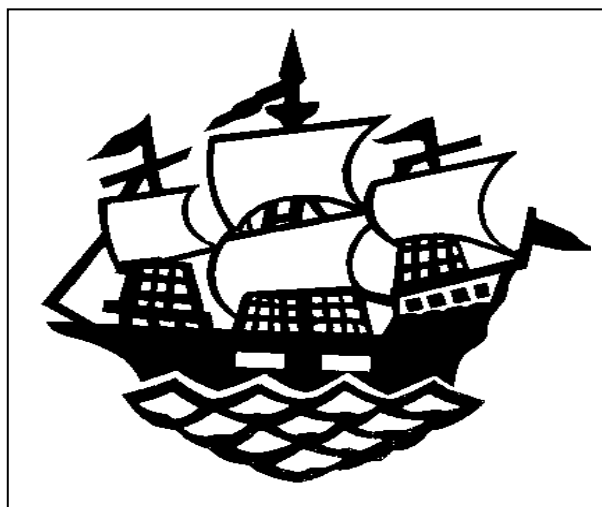


# MAYFLOWER PRIMARY SCHOOL



## ACCESSIBILITY STATEMENT 2021-2022

This statement, which is contained in the school's SEND Policy, confirms the arrangements that are in place to make the school and curriculum accessible to children, parents, and community members with additional needs. At Mayflower, inclusion is at the heart of everything we do. Accessibility is central to this, and we wish to ensure that all of our children can fully engage with the exciting, creative curriculum we offer. Finally, this statement ensures compliance with the Equality Act (2010) and Special Educational Needs and Disability Regulations (2014).

<b>Policy Date:</b>	March 2021	<b>Version: 1</b>	
<b>Policy Review Date:</b>	March 2023	Head Teacher: Luke Whitney	Insert Date
<b>Ratified by Governing Body:</b>			
Mrs. Y. Nana	(Chair of Governors)	Insert Signature	24.03.21

## **Admission arrangements at Mayflower Primary School**

No pupil will be refused admission to school on the basis of his or her special educational need or disabilities. In line with the SEND and Equality Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The LA is the admitting authority to Mayflower Primary School.

Children outside the priority area who have SEND for which this school can cater, will be considered for admission in year groups where the planned admission limit has not yet been achieved.

### **Special provision and access for children with SEND:**

We actively seek ways to overcome barriers to learning including increasing and promoting access for disabled pupils to this school.

In the car park there is a designated parking space/easy access for taxis and other transport.

Entrance can be made via the front door and this will accommodate wheelchairs as will the Nursey fire exit. There is a stair lift located to the main corridor which allows access to the ground floor.

Two classrooms have disabled access to the ground floor facilities to a disabled toilet adjacent to both. Another disabled toilet is located to the rear of the building on the ground floor in the F1 nursery building.

There are painted radiators/chairs/steps and stairs to assist pupils with visual impairments.

We value the contribution made by pupils with SEND to the school, and would like to discuss arrangements most suited to the child and their parents before admitting children with SEND to the school.

Approximately 10% (47) of our children are either at **SEND Support (SENS)** or have **EHC Plans (Education, Health and Care Plans)**.

**All** teachers expect to have children with SEND in their classes. There are 4 broad categories of SEND. We may have children in all these categories of SEND, and some children may have difficulties in more than one category. This includes children with a diagnosis as well as those with learning profiles consistent with a diagnosis.

**Communication and interaction** - such as autistic spectrum and speech, language and communication disorders

**Cognition and learning** - such as specific learning difficulties (SpLD), dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay

**Social, emotional and mental health** - such as Attention Deficit Hyperactivity Disorder (ADHD), attachment disorders, emotional difficulties, mental health difficulties

**Physical and/or sensory** -such as hearing or visual impairments

as well as children with;

**Medical Needs** - severe allergies, asthma, diabetes, cardiac conditions, epilepsy, Pompe Disease and Cerebral Palsy

**Not all children with medical needs will necessarily have additional SEND. Those children with SEND will be added to our SEND register, those without SEND will be added to our Medical register. Those with both SEND and medical needs will be on both registers.**

**Lesley Archdeacon: SENDCo**