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**ACCESSIBILITY PLAN**

**2019**

**DOCUMENT CONTROL SHEET**

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| **Policy** | **Amendment** | **Staff Member** | **Committee/Date** | **FGB Approved:** | **Review due:** |
| Accessibility | New policy | Brian Mason, Deputy Headteacher | Premises  15 June 2015 | 13 July 2015 | Summer 2017 |
| Accessibility | As tracked changes | Gerald Daniel, Facilities Manager | Premises  8 May 2017 | 17 July 2017 | Summer 2019 |
| Accessibility | As tracked Changes | Suzanne Hayward, Business Manager | Finance and Premises 1July 2019 | 15 July 2019 | Summer 2021 |

**The Aims of Mayflower High school**

* To create and sustain a caring, positive and stimulating learning environment.
* To realise the maximum learning potential of all students, academically, socially and spiritually and to celebrate their achievements.
* To encourage self-esteem, respect for others and for the world in which we live.
* To promote and develop an effective partnership with our community.

**Accessibility Plan Duty**

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This plan indicates what our school will do to improve:

1. Physical Access
2. Access to the Curriculum
3. Access to Information

**Scope of the Plan**

This plan covers all three strands of the planning duty:

1. **Improving the physical environment of the school for purposes of increasing the extent to which disabled students are able to take advantage of education and associated services.**

Access to the school site is good via entrances from Stock Road. Car parking is available on site with three disabled parking bays clearly marked and reserved close to the main entrances. The ground surface and adjoining pathways are level and well lit.

The school has improved the disabled access to the main blocks over a number of years with the addition of lifts in all areas. There is currently only one classroom (Room 10) that does not have disabled access, although assistance is needed to open doors and overcome door sills in some areas Most specialist areas have been adapted to assist disabled access and working. As the school continues to develop the fabric of the buildings, accessibility issues are integral to any specification.

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| **Target** | **Action** | **Timescale** | **Responsibility** | **Outcomes** |
| Install automatic doors to front reception entrance. | Doors installed to alleviate the problem of access for wheelchair users, due to foyer being too small. | By Sept  2021 | Business Manager | Wheelchair access to school reception. A small ramp is installed to assist wheelchair access. |
| Induction loop to be fitted at reception | Fit induction loop | By Sept 2021 | Business Manager | Induction loop in operation. |
| Improve provision of signage throughout the school. | Fit signage throughout the school including map of the school at each block entrance. Appropriate colours/styles of signs. | By 2019 | Business Manager | Improved signage and ease of access, meeting current NHS wayfinding standards. |
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| Install automatic opening doors at the bottom of B Block List | Automatic opener to be installed | By Sept 2020 | Business Manager | Wheelchair users able to access lift easily. |

1. **Increase the extent to which disabled students can participate in the schools’ curriculum.**

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. Curriculum needs of students are met by differentiation carried out by departments and supported by Student Passports produced by the Learning Support Department. These provide guidance and strategies for teachers in meeting the needs of the pupils that need extra support to access the curriculum. At times pupils may be removed from their normal classes to provide direct intervention and support.

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| **Target** | **Action** | **Timescale** | **Responsibility** | **Outcomes** |
| Make staff aware of the need to consider accessibility when new developments are made and when staff or students are admitted. | Inform at staff briefing/meeting of Student Passports.  Carry out risk assessments for students with temporary disability. | Ongoing | SENCO  Pastoral/Head of Year | All staff understand the need of individual students and ensure access to the lesson contents through appropriately differentiated material. |
| Audit of all practices and policies to establish appropriateness to meet the needs of all disabilities, depending on students and staff within the school. | Undertaken as policies and practices are reviewed. | Ongoing | SLT | All policies reviewed for inclusion. |
| Provide training for staff to teach differently able students when appropriate. | Training organised on differentiating the curriculum for students with specific difficulties. | As necessary | SENCo | Increase student access to the curriculum. |

1. **Improving the Access to Information.**

Any students requiring additional support are clearly identified on entry to school and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

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| **Target** | **Action** | **Timescale** | **Responsibility** | **Outcomes** |
| Availability of written material in alternative formats. | Include statements in all official documents that alternative formats are available if they are needed. | Complete | SENCO | If appropriate school will supply written information in alternative formats. |