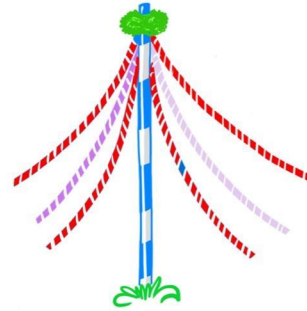


MAYPOLE SCHOOL



ACCESSIBILITY PLAN

AUTUMN 2023 – SUMMER 2025

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in “Accessible School: Planning to Increase Access to schools for disabled pupils” DfE.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

“A person has disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”. This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

Principles:

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy:

The school recognises its duty under the DDA (as amended by SENDA):

- · Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- · Not to treat disabled pupils less favourably
- · To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- · To publish an Accessibility Plan.

In performing their duties Governors and staff will have regard to the Disability Rights Commission DRC Code of Practice (2002) The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and Childs’ right to confidentiality.

The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their

preferred learning styles; and endorses the key principles in the National Curriculum , which underpin the development of a more inclusive curriculum. We aim to:

- · Set suitable learning challenges
- · Respond to pupil's diverse learning needs
- · Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Education and related Activities:

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS trusts.

Physical Environment:

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, more accessible fixtures and fittings.

Provision of Information:

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

This plan will contribute to the review and revision of related policies:

- · SEN policy
- · Single Equality scheme (*The Single Equality Scheme recognises our legal responsibilities as set out in the Equality Act 2010 in relation to the protected characteristics of sex, gender reassignment, disability, race, age, marriage and civil partnership, religion or belief, pregnancy and maternity and sexual orientation*)
- · Curriculum Protocols

ACCESSIBILITY ACTION PLAN Autumn 2023 - Summer 2025

Specific Objectives	Action	When	Cost	Monitoring and Reporting	Impact on Pupils	Evaluation Summer 24	Evaluation Summer 25
To ensure no pupil is denied access to the curriculum due to their learning difficulties	Ensure all staff knowledge is up to date about children's needs. Ensure liaison with therapists in order to meet OT/physio and S< needs. This entails prioritising money in the budget.	Ongoing	Staff CPD. Allocation in budget annually for therapies	Observing pupil progress & development. Principal & Exec HT Half termly report to GB	All pupils' needs will be met		
Provide curriculum and communication devices to enable all pupils to communicate and access the curriculum	Staff training in the use of Makaton. Communication aids to be available in a variety of forms (PECS; Visual timetables & pictures; Switches; Sensory equipment etc)	Ongoing	Budget allocation annually	Principal & Exec HT	All pupils' needs will be met		

Specific Objectives	Action	When	Cost	Monitoring and Reporting	Impact on Pupils	Evaluation Summer 24	Evaluation Summer 25
Ensure no child is denied an outing / residential due to their parents not contributing financially or due to their challenging behaviour	Regular school activities, outings and planned residential visits to be available to all pupils and planned accordingly.	Ongoing	Money in school budget to support outings/activities & residential	Timetabled events Principal & Exec HT Updates to GB	All pupils have equal access to outings and residential activities		
Ensure that all pupils can access transport – cars; taxis; public transport	All activities planned to ensure no pupil is excluded due to transport issues	Ongoing	Budget provides for taxis/ public transport etc for visits	Principal & Exec HT	All pupils able to access various forms of transport		
Ensure no pupil is denied access to any part of the	If we have a child with mobility difficulties we will ensure that they are based on the ground	Ongoing	Budget to allow for specialist equipment where required	Monitor each referral to ensure we can	All pupils have access to all facilities.		

building due to their physical or learning needs	floor of the school. There are no specialist areas on the first floor of LC.			accommodate new pupils prior to joining.			

Specific Objectives	Action	When	Cost	Monitoring and Reporting	Impact on Pupils	Evaluation Summer 24	Evaluation Summer 25
Ensure all parents can access information.	Provide large print documents or documents in other languages as and when required so that all parents are able to access our information on the website or in paper form.	Ongoing	Cost of having information translated and printed	Principal & Exec HT	All parents have equal access to information.		
Ensure all signage is suitable for all parents and children	If we have a child/ parents with a visual impairment requiring Braille we will have signs made in Braille. If we have child/ parents without English we will have signs made in their language.	Ongoing	Cost of translation and printing	Principal & Exec HT	Everyone benefits from signage		
To make links with local groups e.g. church, elderly.	Increased sense of community understanding of other people. Increased understanding of our children in the community	Ongoing	Time	Class teachers Principal & Exec HT	Increased sense of community and two way understanding		