



Mayflower High School

ACCESSIBILITY PLAN

2021

DOCUMENT CONTROL SHEET

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 1 July 2019	15 July 2019	Summer 2021
Accessibility	As tracked Changes	Suzanne Hayward, Business Manager	Finance and Premises 10 May 2021	12 July 2021	Summer 2023

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.

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.
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.

2. 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.

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.

3. 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.

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.