



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

Accessibility plan

Approved by:	C.Stygal / J. Cassford	Date: September 2023
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Last reviewed on:	January 2022
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Next review due by:	January 2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our mission is to provide a transformational education for our students that will engage, nurture, challenge and empower them to make positive choices. We are highly inclusive and treat all students fairly and equally.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and students.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	At Mayesbrook Park School: • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	Short term: Whole staff training Medium term: Departments to take responsibility for developing 'SEND through the Curriculum' Long term: Departments to embed policy in all aspects of planning	Training for staff in relation to person centred planning, differentiation, stretch and challenge	SEND and wellbeing team through after school training sessions and student focus group sessions CTLs to support the development of resources in curriculum teams	From November 2021 and ongoing throughout the year From January 2022 and then ongoing throughout the year	Staff feel better able to identify and develop ways of supporting students with specific needs in the classroom Identified students are seen to make appropriate levels of progress in all subjects (evidenced by learning walks, book looks and data drops)

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	At Mayesbrook Park School: The environment is adapted to the needs of pupils as required. This includes: • We have step free access on all 3 campuses • All campuses are on one level only • Ramps • Corridor width is appropriate for wheelchair use • Disabled toilets are available on 2 campuses	There is currently building work being undertaken on the Erkenwald Campus with the aim of it being more appropriate for Erkenwald students from September 2023	Building checks post-building works	Liz Bailey & Holly Wolf	September 2023	Building works completed in building and garden area
Improve the delivery of information to pupils with a disability	At Mayesbrook Park School: Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • We adapt to individual need and circumstance	Staff training is ongoing and caters to the needs of our students	Regular review of student need and subsequent staff training required	Linda Brown	Ongoing	Updated training completed

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by Janet Cassford, Governor, and Cathy Stygal, Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) Information Report
- Supporting Students with Medical Needs Policy
- Access to Education Team – ‘Children unable to attend school due to health needs policy’