Mayfield House School

Accessibility Plan

Connect • Support • Achieve

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Signed by:			
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Statement of intent

Mayfield House School is a small independent special school for pupils aged 6 to 16 with special educational needs, including social, emotional and mental health needs, anxiety and associated communication, sensory and neurodevelopmental differences. This plan explains how the school will increase access to education for disabled pupils in the three areas required by Schedule 10 of the Equality Act 2010: curriculum participation, the physical environment and accessible information.

A person is disabled under the Equality Act 2010 where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Disabilities may be visible or non-visible and can include physical, sensory, communication, neurodevelopmental, medical and mental health conditions.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the delivery of information to disabled pupils in formats that are accessible to them, taking account of their disabilities and any preferences expressed by them or their parents.

These aims will be delivered within reasonable timescales and will be properly resourced by the proprietors. The school will consult disabled pupils and their parents or carers and will take account of individual needs, professional advice and the nature of any barriers identified. Individual reasonable adjustments will not be delayed while a longer-term accessibility action is pending.

In addition to its accessibility planning duties, the school has an anticipatory duty to make reasonable adjustments for disabled pupils. This includes providing auxiliary aids and services where it would be reasonable to do so. The school will consider the needs of current and prospective pupils and will not wait for a pupil to experience substantial disadvantage before considering appropriate adjustments.

The reasonable-adjustment duty for schools does not require alterations to physical features. Access to physical features is addressed through this Accessibility Plan. Where an adjustment is not considered reasonable, the decision, evidence considered, consultation undertaken and any alternative arrangements will be recorded and reviewed.

The school also recognises its separate responsibilities towards disabled employees and job applicants under the Equality Act 2010. Reasonable adjustments for employees and applicants are managed through the school's employment, equality and health and safety arrangements. These responsibilities do not replace the pupil-focused duties contained in this plan.

Disabled pupils and pupils with SEND may face additional safeguarding barriers. These can include communication difficulties, assumptions that behaviour is related only to disability, difficulty recognising abuse, and barriers to reporting concerns or seeking help. Accessibility

arrangements will therefore be considered alongside the school's safeguarding responsibilities.

Pupils will be provided with accessible ways to communicate concerns and understand how to seek help. Staff must remain professionally curious and follow the Safeguarding and Child Protection Policy whenever a welfare or safeguarding concern arises.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Disabled pupils and their parents or carers, using communication methods suited to the pupil's age, understanding and needs.
- The headteacher and other relevant members of staff.
- The directors/proprietors.
- The pastoral department and clinical psychologist, where appropriate.
- Relevant local authorities, health professionals, therapists and other specialists, where appropriate.

Mayfield House School operates across two established sites: Mayfield House and Mitchell House. Mitchell House has been in use for two academic years and provides additional teaching, pastoral, breakout and specialist space. Accessibility arrangements are considered across both sites so that the location of a pupil's provision does not create avoidable barriers to learning, support, safeguarding or participation.

The school's accessibility arrangements are supported by its pastoral department and clinical psychologist. This provision helps the school identify and respond to barriers associated with anxiety, emotional regulation, communication, relationships, trauma, sensory needs and mental health. Pastoral or clinical involvement does not replace teaching, safeguarding, SEND provision, reasonable adjustments or access to external health services.

The proprietors have recently acquired a dedicated woodland site for the development of Forest School, horticulture and plant-nursery provision. This provision will be developed and reviewed with accessibility in mind, including physical access, transport, sensory needs, emotional regulation, communication, staffing and emergency arrangements.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010, including sections 6, 20 and 85 and Schedule 10
- Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- Education (Independent School Standards) Regulations 2014
- DfE, The Equality Act 2010 and schools
- DfE, Independent School Standards: Guidance for Independent Schools, April 2026
- DfE, Keeping Children Safe in Education 2026
- Ofsted inspection toolkit and operating guide for non-association independent schools, applying from September 2026

The statutory duty to prepare, implement and review this Accessibility Plan arises from Schedule 10 of the Equality Act 2010. For Mayfield House School, the responsible body is the

proprietor. The plan covers a prescribed three-year period but will be reviewed at least annually and updated sooner where necessary.

This plan operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Curriculum Policy
- Teaching and Learning Policy
- Anti-bullying Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Risk Assessments Policy
- Complaints Procedure
- Data Protection Policy
- Educational Visits Policy
- Forest School Policy

2. Roles and responsibilities

The directors/proprietors are the responsible body for this Accessibility Plan and will:

- Approve, resource and keep the Accessibility Plan under review.
- Ensure the plan covers the three statutory accessibility planning duties and the prescribed three-year period.
- Ensure identified actions have clear responsibilities, timescales, resources and success measures.
- Monitor implementation and impact at least termly.
- Record scrutiny, challenge, decisions and progress in proprietor meeting minutes.
- Ensure accessibility barriers are addressed within reasonable timescales.
- Ensure the current plan is available to parents and prospective parents through the school's normal publication arrangements.
- Ensure accessibility is considered when making decisions about premises, staffing, curriculum resources and development of the woodland site.

The headteacher will be responsible for:

- Lead the day-to-day implementation of the Accessibility Plan.
- Ensure staff know the accessibility, communication, medical and safeguarding needs of pupils while maintaining appropriate confidentiality.
- Ensure admissions, induction, curriculum planning, educational visits, examinations, careers provision, behaviour practice and emergency arrangements take account of disability.
- Ensure agreed reasonable adjustments and auxiliary aids are implemented.
- Obtain specialist advice where necessary.
- Escalate premises, staffing or resource requirements to the proprietors.

- Report progress, delays, emerging barriers and the impact of actions to the proprietors at least termly.
- Ensure Forest School, horticulture and plant-nursery provision takes account of disability and agreed accessibility arrangements.

The SENCO will be responsible for:

- Coordinate individual accessibility arrangements for disabled pupils and pupils with SEND.
- Consult pupils, parents, staff, local authorities and relevant professionals.
- Ensure accessibility arrangements connect appropriately with EHC plans, pupil plans, medical plans, behaviour support plans and risk assessments.
- Advise staff on reasonable adjustments, auxiliary aids, accessible communication and inclusive teaching.
- Identify staff training needs.
- Monitor whether adjustments are implemented and improve pupil participation and progress.

The pastoral department and clinical psychologist will:

- Contribute to identifying emotional, psychological, communication, sensory, relational and environmental barriers affecting pupils' access to education.
- Provide consultation and advice about trauma-informed, nurture-based and psychologically informed approaches.
- Contribute, where appropriate, to pupil plans, behaviour support plans, risk assessments, reintegration arrangements and accessibility reviews.
- Support pupil voice using methods suited to the pupil's communication and emotional needs.
- Help identify reasonable adjustments that may improve emotional regulation, attendance, engagement and participation.
- Contribute to staff development and reflective practice where this supports accessibility.
- Monitor the effect of agreed pastoral or psychologically informed strategies and report relevant findings to the SENCO and headteacher.
- Follow safeguarding procedures immediately where information indicates that a pupil may be at risk of harm.

The clinical psychologist provides consultation and psychologically informed advice within the scope of their professional role. The clinical psychologist does not hold statutory responsibility for this Accessibility Plan and does not replace the functions of the DSL, SENCO, headteacher, medical professionals, CAMHS or other external services.

Staff members will be responsible for:

- Implement agreed reasonable adjustments and individual accessibility arrangements.
- Adapt teaching, resources, communication and the learning environment where necessary.
- Maintain high expectations for disabled pupils.
- Promptly report any newly identified barrier or unmet need.
- Ensure their conduct does not discriminate against, harass or victimise a pupil because of disability.
- Recognise that disability and communication needs may create barriers to reporting safeguarding concerns.

- Follow the Safeguarding and Child Protection Policy whenever a welfare concern arises.

3. Accessibility Audit and Individual Planning

The directors will ensure that a documented accessibility audit covering Mayfield House, Mitchell House and the developing woodland site is completed or refreshed by 31 October 2026. The audit will be refreshed at least annually, following significant changes to the premises or provision, and whenever a new or changing pupil need identifies a barrier.

Although Mitchell House is an established operational site and has been in use for two academic years, its accessibility arrangements will continue to be reviewed in response to pupil needs, changes in provision, premises work, incidents and audit findings.

The woodland site will be audited as it is developed for Forest School, horticulture and plant-nursery provision. Relevant areas must be assessed before they enter regular pupil use.

- Curriculum Access – including teaching, assessment, qualifications, examination access arrangements, careers guidance, educational visits, enrichment, vocational provision, outreach or remote education, assistive technology, resources and staff competence.
- Physical Access – including arrival and parking, external routes, entrances, doors, internal circulation, classrooms, specialist rooms, toilets, dining areas, outdoor spaces, signage, lighting, acoustics, temperature, emergency evacuation and safe-refuge arrangements.
- Information Access – including readability, language, symbols, communication systems, alternative formats, the school website, digital systems and pupils' ability to understand learning, routines, safeguarding information and how to seek help.

When conducting the audit, the directors will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Physical and mobility disabilities
- Dexterity and coordination difficulties
- Visual impairments and visual sensitivities
- Hearing impairments and auditory sensitivities
- Speech, language and communication needs
- Autism and other neurodevelopmental differences
- Specific learning difficulties
- Medical conditions
- Mental health disabilities, including substantial and long-term anxiety
- Multiple or cumulative needs

In Mayfield's context, particular attention will be given to less visible barriers, including anxiety-based avoidance, emotional dysregulation, trauma-related responses, communication shutdown, sensory overload, difficulty with transitions and reduced capacity to access busy or unfamiliar environments.

Behaviour will not automatically be attributed to a pupil's diagnosis or SEND. Staff will consider whether behaviour indicates an unmet accessibility, welfare or safeguarding need.

Individual accessibility needs will be identified through admissions information, EHC plans, pupil and parent voice, professional advice, assessment and ongoing observation. Relevant arrangements will be recorded in the pupil's EHC plan documentation, pupil plan, medical plan, behaviour support plan, risk assessment, examination access evidence or Personal Emergency Evacuation Plan, as appropriate.

A pupil will not be excluded from a curriculum activity, educational visit, qualification or other opportunity merely because access requires additional planning. The school will consider adapted resources, additional staffing, alternative communication, changes to timing or location, transport, assistive technology and other reasonable alternatives.

Personal Emergency Evacuation Plans will be prepared where individual need requires them. They will be communicated to relevant staff, rehearsed sensitively and reviewed following drills, incidents or changes in need.

Where the school decides that a requested adjustment is not reasonable, the decision-maker will record the evidence, consultation, relevant factors, alternatives considered, interim arrangements and review date. Cost alone will not automatically determine whether an adjustment is reasonable.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Concerns about accessibility may be raised through the school's Complaints Procedure. This does not prevent a pupil or parent from using any statutory remedy available to them.

4. Planning duty 1: Curriculum

Priority	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
Ongoing	Pupils' needs and the barriers affecting their participation may change over time.	Review curriculum accessibility through lesson planning, pupil progress information, EHC plan reviews, pupil and parent voice, observations and advice from relevant professionals. Ensure agreed reasonable adjustments, accessible resources, assistive technology and staff guidance are updated when needs change.	Headteacher and SENCO, with input from teachers, the pastoral department and clinical psychologist where appropriate	Ongoing throughout 2026–2029	Pupils access an appropriately ambitious curriculum. Planning, pupil records and progress information demonstrate that individual barriers are identified promptly and adjustments improve participation, engagement and progress.	Termly
Short Term	The newly acquired woodland site must be developed so that disabled pupils and pupils with SEND can participate meaningfully in Forest School.	Develop an inclusive Forest School programme. Adapt activities, tools, instructions, staffing, group size, communication, timing and assessment arrangements according to individual need. Where a particular activity cannot reasonably be accessed, provide a meaningful alternative that achieves the same intended learning outcome.	Headteacher, Forest School Lead and SENCO	Initial arrangements by 31 October 2026, then ongoing	Planning and pupil records demonstrate appropriate adjustments, participation, progression and impact. Pupils are not unnecessarily excluded because of disability or SEND.	Termly

Priority	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
Medium term	The plant nursery and horticulture provision must be developed to accommodate physical, sensory, dexterity, communication, learning and emotional-regulation needs.	Develop accessible horticulture work areas, including stable routes, suitable working heights, raised planting areas where appropriate, adapted or lightweight tools, seating, shelter, visual task instructions, appropriate PPE, safe storage and access to handwashing.	Vocational Lead, Forest School Lead and SENCO	Initial provision by 31 March 2027, then developed throughout the plan period	Pupils with differing needs can participate in meaningful horticulture activities and demonstrate increasing knowledge, practical skills, confidence and independence.	Termly
Medium Term	Educational visits, careers activities, vocational learning, Forest School and assessments may create avoidable barriers.	Add an accessibility prompt to curriculum and visit planning. Audit examination access arrangements and assistive technology. Record reasonable alternatives without unnecessarily reducing curriculum ambition.	Headteacher, teachers, SENCO and Examinations Officer	31 March 2027	Disabled pupils participate, make progress and access appropriate qualifications, visits and careers guidance according to their needs and aptitudes.	Termly
Long term		Review outreach, remote-learning and reintegration arrangements. Record curriculum entitlement, teaching, assessment, safeguarding contact, pastoral support and reintegration measures for	Headteacher and SENCO, with pastoral and clinical input where appropriate	31 July 2027, then ongoing	Each affected pupil receives a suitably broad and purposeful programme with evidence of engagement, progress, safeguarding oversight and movement towards agreed attendance or	Termly

Priority	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
		every affected pupil. The pastoral department and clinical psychologist may contribute to identifying and reducing barriers where appropriate.			reintegration outcomes.	

5. Planning duty 2: Physical environment

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
Completed and Ongoing	The original premises had limited capacity for additional teaching, pastoral support, individual intervention and regulated breakout space.	The proprietors acquired and brought Mitchell House into use as an additional operational school site. Mitchell House has now been used for two academic years to provide additional teaching, pastoral, intervention and breakout accommodation. Accessibility will continue to be reviewed as the use of the site and pupils' needs change.	Directors and Headteacher	Completed – Mitchell House has been operational for two academic years	Increased space is available for teaching, individual and small-group intervention, pastoral support and pupils who need a quieter or reduced-stimulation environment. Timetables, room allocations, premises records and pupil plans demonstrate how the additional site is used.	Termly and following changes in use or pupil need
Short Term	Accessibility information and	Complete or refresh the accessibility audit for both	Directors, Headteacher and	31 October 2026	A current, evidenced audit covers both sites. Each	Termly

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
	improvement actions for Mayfield House and Mitchell House need to be consolidated into one current, documented audit.	operational sites. Review arrival, parking, external routes, entrances, doors, circulation, classrooms, specialist rooms, pastoral and breakout spaces, toilets, dining areas, outdoor areas, signage, lighting, acoustics, temperature, sensory demands and emergency evacuation. Record existing strengths, completed improvements, remaining barriers and interim arrangements.	Health and Safety Officer, with input from the SENCO, pastoral department and clinical psychologist where appropriate		outstanding action has a priority, responsible person, completion date and cost where relevant. Immediate barriers are addressed promptly.	
Short Term	Emergency arrangements may require adaptation for individual pupils, staff or visitors.		Headteacher and Health and Safety Officer	Initial review by 30 September 2026, then ongoing	Current PEEPs are in place where required. Staff understand their responsibilities and evacuation drills demonstrate safe, effective arrangements.	Following each drill, incident or change in need
	The newly acquired forest may present accessibility barriers arising from transport, uneven ground,	Complete an accessibility audit and site risk assessment before regular curriculum use. Cover transport and drop-off, paths, gradients, ground conditions,	Directors, Headteacher, Forest School Lead and Health and Safety Officer	Before regular pupil use, with the initial audit completed by 31 October	The site has a documented accessibility and risk assessment. Pupils can access an appropriately broad range of woodland	Termly, seasonally and following significant weather,

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
	gradients, mud, weather, woodland routes, sensory demands and emergency access.	boundaries, shelter, toilets, handwashing, seating, regulation space, first aid, communications, emergency-service access, evacuation and seasonal changes. Identify accessible activity areas and reasonable alternatives.		2026	activities safely, and individual adjustments or alternatives are recorded.	site work or an incident
Medium term	The horticulture and plant nursery area must be physically accessible to pupils with differing mobility, sensory, dexterity, communication and regulation needs.	Audit and develop routes, surfaces, working heights, raised beds, seating, shelter, water access, handwashing, tool storage, signage and emergency access. Provide adapted tools and work areas where reasonably required.	Directors, Horticulture Lead, Forest School Lead and Health and Safety Officer	Initial arrangements by 31 March 2027	Pupils can safely access meaningful horticulture and nursery activities. Adaptations and individual arrangements are recorded and reviewed.	Termly
Medium term		Use pupil voice and advice from the SENCO, pastoral department, clinical psychologist and other specialists where appropriate to review breakout areas, low-arousal spaces, lighting, blinds, acoustics, temperature and transition	Directors and Headteacher	31 March 2027	Pupils can access suitable spaces for learning and regulation. Records show reduced distress, incidents or lost learning associated with environmental barriers.	Termly

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
		routes at both school sites.				
Long term	Accessibility audits may identify capital works that cannot all be completed immediately.	Prioritise and budget physical improvements identified through the audits. Record consultation, decisions, interim adjustments, expenditure and completion evidence.	Directors		Priority works are completed or are supported by a documented, reviewed plan with effective interim access arrangements.	Termly, with an annual formal review

6. Planning duty 3: Information

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
Short term	Pupils' accessible-format and communication preferences are not recorded consistently.	Create an individual communication and information-access profile where required. This may include easy-read information, symbols, photographs, audio, larger print, coloured backgrounds, assistive technology, reduced language, repetition and additional processing time. The pastoral department and clinical psychologist may	SENCO, with pastoral and clinical input where appropriate	31 October 2026, then ongoing	Relevant staff can locate and apply each pupil's current communication and information-access arrangements. Pupils demonstrate improved understanding of key information.	Termly

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
		advise where anxiety, trauma, emotional regulation or communication shutdown affects access to information.				
Short term		Produce age- and understanding-appropriate information explaining how to seek help, report a concern, contact the DSL, stay safe online and make a complaint. Include non-verbal and alternative communication methods. The pastoral department will help pupils understand and rehearse how to seek support.	DSL and SENCO, supported by the pastoral department	31 December 2026	Pupils can identify how and to whom they can report a concern using a communication method accessible to them. Pupil voice demonstrates understanding.	Annually
Medium term	Letters, reports, forms and other communications may create literacy, language, sensory or digital barriers for pupils and parents	Audit key letters, reports, forms and parent communications. Establish a clear process for requesting alternative formats and record requests, responses and response times.	Headteacher and administration team	31 March 2027	Key information is provided in the required format within a reasonable period. Requests and responses are recorded.	Termly
	Information and instructions used at	Develop visual instructions, symbols, accessible safety	Forest School Lead, Vocational	Before regular pupil use and	Pupils understand activity instructions, safety	Termly

Priorities	Barrier/Issue	Action	Responsible	Completion Date	Success Measure	Review
	the Forest School and horticulture site must be accessible in an outdoor practical environment.	information, tool-identification systems, activity sequences and emergency communication arrangements suited to pupils' communication and processing needs.	Lead and SENCO	reviewed as provision develops	expectations and how to seek help at the woodland site.	
Long term	The school website and digital learning systems require continuing accessibility review.	Introduce accessible-document standards covering headings, contrast, plain language, links, images, alternative text and compatible file formats. Audit priority website pages and learning platforms and seek feedback from users.	Headteacher and ICT lead	31 August 2027, then annually	Priority digital content passes documented accessibility checks, and user feedback demonstrates improved access.	Termly

7. Monitoring, evidence and review

The action plan is a live document. Completed actions will be retained as evidence of progress rather than deleted.

New actions will be added whenever an accessibility audit, pupil need, complaint, incident, premises change or consultation identifies an additional barrier.

Individual reasonable adjustments will not be delayed until the next formal review of the plan.

The headteacher will maintain evidence of:

Consultation with pupils and parents.

Accessibility audits.

Individual reasonable adjustments.

Auxiliary aids and assistive technology.

Pastoral and clinical advice, where relevant and appropriate.

Completed premises work.

Staff guidance and training.

PEEPs and evacuation reviews.

Action-plan progress.

The effect of actions on participation, engagement, safety and progress.

The headteacher and SENCO will consider relevant evidence from the pastoral department and clinical psychologist when evaluating whether accessibility arrangements are improving attendance, engagement, emotional regulation, participation and access to learning.

Information will be shared in accordance with safeguarding, confidentiality and data-protection requirements. Detailed confidential clinical information will not be included in proprietor monitoring records unless it is necessary and lawful to do so.

Progress against the action plan will be reported to the directors/proprietors at least termly. The proprietors will record their scrutiny, challenge, resource decisions and conclusions in proprietor meeting minutes.

This plan covers September 2026 to August 2029.

It will be formally reviewed at least annually, with the next annual review taking place no later than 31 August 2027.

A replacement Accessibility Plan will be approved no later than 31 August 2029.

The plan may be reviewed earlier following:

A new or changing pupil need.

An accessibility complaint.

A safeguarding, health and safety or premises incident.

A significant change to the school’s premises or provision.

Development of the woodland site.

An inspection finding.

A change in legislation or statutory guidance.

Approved changes will be communicated to relevant staff and stakeholders in an accessible format. The current approved plan will be available to parents and prospective parents on request and through the school's normal publication arrangements.