Accessibility plan

Manorfield Primary and Nursery School

Approved by:	N Jones, Headteacher
Last reviewed on:	Autumn 2026
Review Period	Every 3 years
Next review due by:	Autumn 2029

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1. Aims

Manorfield Primary and Nursery School is committed to ensuring that all pupils, regardless of disability or additional need, have equal access to a broad, ambitious and inclusive education. Through reasonable adjustments, adaptive teaching, accessible environments and effective partnership working with families and external agencies, we aim to remove barriers to learning and enable every child to achieve, participate and thrive.

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

Manorfield Primary & Nursery 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.

Pupils with SEND are valued as individuals and supported through positive relationships, enabling them to develop confidence, independence and resilience as learners.

Pupils are treated as individuals to ensure that all areas of school are accessible through the breaking down of individual barriers.

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 a pupil without disabilities. 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 Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school has good transition links with parents, Pre-schools and other professionals.	To identify need early so adjustments can be made	SENDCo/ Reception leader to meet with all pre-schools to discuss additional needs	SENDCo SLT	Continuous	Additional needs are identified early, support is planned before school entry, and pupils make a positive and successful transition into Reception.
	Our school offers an ambitious curriculum for all pupils and is reviewed to ensure it meets the needs of all pupils	To allow all children to make at least expected progress	Subject leaders monitor the curriculum to ensure it is accessible to all pupils.	Subject leads (SLT)	Continuous	All pupils can access an ambitious curriculum, barriers to learning are reduced, and pupils make at least expected progress from their starting points
	We use resources tailored to the needs of pupils who require support to access the curriculum (visuals, work station, ear defenders)	To remove barriers to learning to allow access to all	Ensure all classes have access to the resources required to support individual needs	SENDCo	Continuous	Pupils have access to the resources they need to overcome barriers to learning, participate fully in lessons and make good progress
	Where appropriate, children have access to	To further develop TA expertise in	TA training	SENDCo	Continuous	Teaching assistants effectively scaffold

	adult support in order to access the curriculum. This is managed to ensure there is time for independence	scaffolding of children's learning to promote independence.				learning, enabling pupils to access the curriculum, develop independence and make good progress
	Curriculum resources include Radio aid for our hearing-impaired children. Sound clouds in both the dining hall and the sports hall to support with the acoustics for the hearing-impaired children	To ensure that learners with disabilities have full access to the curriculum	Maintaining of equipment	SENDCo	Continuous	Specialist hearing support equipment is fully operational, enabling pupils with hearing impairments to access learning, communicate effectively and participate fully in the curriculum and school environment
	Curriculum progress is tracked for all pupils, including those with a disability and targets are set effectively and are appropriate for pupils with additional needs.	Ensures that those with disabilities are making expected progress	SEND pupils closely monitored through assessment meetings, intervention tracking and EHCP AR's	SENDCo Assessment lead	Continuous	Pupils with disabilities and additional needs make expected or better progress because their achievement is closely monitored and support is adjusted in response to assessment information. Pupil progress data demonstrates that pupils with disabilities and SEND make good progress from their individual starting points.
	Access to outside agencies for advice and support	To ensure appropriate specialist advice is	Access to services linked to school (STIPS,	SENDCo	Continuous	Specialist advice is accessed promptly and informs effective

		sought and provision is tailored to individual needs.	pediatrician, physio, OT, S&L, PSSS)			provision, ensuring pupils receive the right support to meet their individual needs and make good progress
	A comprehensive range of adaptive teaching strategies, specialist resources and reasonable adjustments are embedded across the school to support pupils with a variety of additional needs. This ensures barriers to learning are minimised and all pupils can access the curriculum alongside their peers	Ensure all staff consistently adapt teaching for pupils with SEND and disabilities	Termly staff training on adaptive teaching and reasonable adjustments	SENDCo	Continuous	Learning walks show adaptations embedded in all classrooms 100% of pupils requiring reasonable adjustments have appropriate provision in place. Learning walks and book looks show adaptive teaching strategies are consistently used across the school. Pupil voice demonstrates that children feel supported and able to access learning
	Inclusion is at the heart of the school's extra-curricular offer. A broad range of clubs, sporting activities and enrichment opportunities are available to all pupils, with individual adjustments and support provided where required to remove barriers to participation	Continued participation in enrichment activities	Review clubs, trips and residential visits for accessibility; complete risk assessments and reasonable adjustments	SENDCo HSLW Deputy	Continuous	Participation data shows that pupils with disabilities and SEND access extracurricular activities, educational visits and residential experiences at rates comparable to their peers, with reasonable adjustments

	and promote a sense of belonging.					implemented where required. Participation records show pupils with disabilities and SEND are able to access clubs, trips and enrichment opportunities. Reasonable adjustments are made where required to enable participation. Parent and pupil feedback indicates pupils feel included in all aspects of school life
	Pupils with SEND attend well and are actively supported to engage fully in school life. Attendance data demonstrates that there is no significant gap between pupils with SEND and their peers, reflecting the effectiveness of the school's inclusive practices and pastoral support.	Continued good attendance of pupils with disabilities and medical needs	Monitor attendance half-termly and implement targeted support where required	SENDCo HSLW	Continuous	Attendance of pupils with SEND and disabilities is closely monitored and any gaps are identified early and addressed through targeted support. Attendance data shows sustained improvements and good engagement with school Attendance of pupils with SEND and disabilities is monitored termly. Any emerging attendance concerns are

						identified promptly and appropriate support is implemented. Attendance data demonstrates sustained engagement with school and improving outcomes where concerns have been identified.
	Staff receive ongoing training in SEND and inclusive practice	Deliver annual training on disability awareness, adaptive teaching and reasonable adjustments.	Ensure gaps in knowledge are clear and that training meets the current needs of the pupils	SENDCo	Continuous	Staff demonstrate increased confidence and consistency when supporting pupils with disabilities, evidenced through learning walks, staff surveys and monitoring activities. All staff complete mandatory SEND and accessibility training annually. Staff monitoring and appraisal evidence increased confidence in meeting a range of needs. Training impacts positively on classroom practice, evidenced through monitoring activities and pupil outcomes

	SEND pupils have limited access to assisted technology	Increase use of assistive technology where appropriate.	Review needs annually and implement specialist software and equipment.	SENDCo	Continuous	Pupils requiring assistive technology use it effectively to access learning and demonstrate their knowledge independently. Specialist equipment is available and used effectively by identified pupils. Termly reviews confirm resources continue to meet pupils' needs. Pupils requiring specialist equipment are able to access lessons, activities and the wider school environment independently where appropriate
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Portable Ramps • Corridor width • Disabled parking bays	All children can independently access the school	Health and safety monitoring	Premises manager SENDCO Physio PSSS	Continuous	Pupils with physical disabilities can access all areas of the school safely and independently and participate fully in all aspects of school life All pupils, parents and visitors can access key

	• Disabled toilets • Library shelves at wheelchair-accessible height • Wide entrances into the school • School is all on one level					areas of the school site safely and independently where possible.
	The school works closely with PSSS and Physiotherapy professionals to regularly review the accessibility of the site. Specialist accessibility walks have informed recent building developments, ensuring that external entrances are fully wheelchair accessible and that the environment remains inclusive for all users	Ensure accessibility needs are considered in all future building developments	Annual accessibility audit with governors and continued accessibility walks with PSSS and physio	SENDCO Physio PSSS	Audit actions completed within agreed timescales	Accessibility is embedded within all site developments, ensuring that pupils with physical disabilities can access all areas of the school safely, independently and alongside their peers Annual accessibility audits identify and address any barriers to access. New building projects and refurbishments consider accessibility requirements from the planning stage.
	All classes have access to regulation areas as well as access to the sensory room	Improve sensory accessibility	Create low-arousal spaces and sensory regulation resources where required	SENDCo		Pupils report feeling supported and able to regulate effectively

Improve the delivery of information to pupils with a disability	We use a range of communication methods to ensure information is accessible to parents SEND parents evening slots are available ISP's and PSP are shared with parents Use of studybugs to communicate with parents Open door policy for parents to speak to teacher as needed	Parents/carers have full access to information about their child	Ensure communications are effective for all parents and adjust if needed	Admin team SENDCo	Continuous	Parents and carers can access information about their child in a way that meets their needs, enabling them to work in partnership with the school and contribute to their child's progress and wellbeing Parents report that information is accessible and communication is effective. Key SEND documentation is shared and reviewed with families Alternative communication formats are provided when required. Parent feedback demonstrates high levels of satisfaction regarding accessibility and inclusion.
	Increase accessibility of communication	Offer alternative formats such as large print, visual guides, translated documents and electronic formats	HSLW to notify office staff of parental needs	HSLW Admin staff	Continuous	Parents can access school information in a format that meets their needs

	Strengthen pupil voice	Annual consultation with pupils with SEND/disabilities regarding accessibility	SENDO to include on AR pupil voice form Include in pupil voice questionnaire Have pupils with SEND/disabilities contributed to decisions about support, accessibility or school improvements?	SENDCO	Annually	Feedback informs school improvement planning
Ensuring effectiveness of accessibility plan	Governors review accessibility priorities annually.	Accessibility Plan to be reviewed annually by the SEND Governor, Headteacher and SENDCo. Accessibility updates to be reported to the Governing Body at least annually. Governors to monitor the impact of accessibility actions through visits, pupil voice, parent feedback and school data. Accessibility considerations to be included in discussions	Ensure dates are booked in Format for review created	SENDCO SEND Governors	Annually	Governors can demonstrate effective challenge and support regarding accessibility and inclusion. Annual governor monitoring shows that actions within the Accessibility Plan are being implemented within agreed timescales. Accessibility remains a standing consideration in strategic school development and decision-making. Feedback from governors evidences a good understanding of the experiences of pupils

		regarding building developments and site improvements				with disabilities and additional needs.

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 the governing board

The effectiveness of this Accessibility Plan will be monitored through:

- Learning walks, book scrutiny and lesson visits.
- Analysis of attendance, attainment, progress and participation data for pupils with disabilities.
- Monitoring of participation in clubs, educational visits and wider school activities.
- Pupil voice and parent feedback.
- Reviews of individual support plans, pupil support passports and EHCP outcomes.
- Annual accessibility audits undertaken by leaders and governors.

Impact Measures:

☐ Review of complaints relating to accessibility or inclusion

☐ Review of reasonable adjustments implemented for individual pupils

☐ Review of exclusions and suspensions involving pupils with SEND

Successes and next steps will be reported to governors annually and used to inform future school development planning.

The impact of this plan will be evidenced through improved pupil participation, positive attendance, successful inclusion in wider school life, pupil and parent feedback, and progress towards individual outcomes.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy