

Accessibility plan

Manorfield Primary and Nursery School



Approved by: N Jones, Headteacher

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Last reviewed on: Summer 2024

Review Period Every 3 years

Next review due by: 5/6/27

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6

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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.

SEND pupils are confident learners and believe in themselves and in what they can achieve because of strong relationships. 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
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
	Our school offers a differentiated 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 to monitor curriculum to ensure it is access able for all	Subject leads (SLT)	Continuous
	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 class have access to needed resources	SENDCo	Continuous
	Where appropriate, children have access to adult support in order to access the	To further develop TA expertise in scaffolding of	TA training	SENDCo	Continuous

	curriculum. This is managed to ensure there is time for independence	children's learning to promote independence.			
	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
	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	Assessment system for SEND children in place	SENDCo Assessment lead	Continuous
	Access to outside agencies for advice and support	To ensure all the right advice had been sought and therefore provision is right for that child	Access to services linked to school (STIPS, pediatrician)	SENDCo	Continuous
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Portable Ramps 	All children can independently access the school	Health and safety monitoring	Premises manager	Continuous

	<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Wide entrances into the school • School is all on one level 				
<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible to parents</p> <p>Parents are aware of school website and it updated regularly</p> <p>SEND parents evening slots are available</p> <p>IEP's are shared with parents</p> <p>Use of studybugs to communicate with parents</p>	<p>Parents/carers have full access to information about their child</p>	<p>Ensure communications are effective for all parents and adjust if needed</p>	<p>Admin team SENDCo</p>	<p>Continuous</p>

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

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