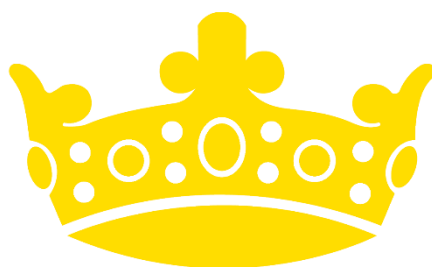


# Manorcroft Primary School



## Accessibility Plan



## Accessibility Plan

### 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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We place our values of 'Respect, Resilience and Responsibility' at the centre of planning how to meet the different needs of children with disabilities.

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 aims to work closely with disabled pupils and their families in order to remove or minimise any potential barriers to learning and allows them to achieve and participate fully in school life. This includes welcoming available partnerships with external agencies to develop and implement these plans, eg. specialist teachers and professionals into the school to advise on individual needs, following advice given for individual pupils and updating the Accessibility Plan with any broader recommendations as appropriate.

As part of the school's continued communication with parents, carers and other stakeholders, we will continually look for ways to improve accessibility through data collection, questionnaires and ongoing parental discussions.

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.

### Legislation & 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](#).

### Definition of Disability:

Disability is defined by the Disability Discrimination Act (1995) as:

*'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effects on his or her ability to carry out 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.



**Links with other Policies & Documents:**

This plan links to:

- SEND Policy & Information Report
- Supporting Pupils with Medical Conditions
- Equality Information & Objectives (PSED)
- Health & Safety Policy

**Policy Agreed:** February 2023

**Review Date:** Spring Term 2026

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

## 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	Timeframe	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>A broad and balanced curriculum that provides challenge and high aspirations for all through differentiated planning, activities and delivery.</p> <p>Varied, engaged and multi-sensory teaching styles to suit the needs of all learners.</p> <p>Rigorous tracking and analysis of data for all, relating to the impact of teaching and needs of individual children.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>All relevant staff are made aware of a child's medical history and needs.</p> <p>Our PE curriculum is accessible to all pupils and can be adapted to individual needs.</p>	<p>Ensure staff are trained and confident to meet the needs of pupils in their class with disabilities.</p>	<p>Review children's access to the curriculum through the use of SEND Support Arrangements.</p> <p>Regular, ongoing monitoring carried out by SLT to ensure children have access to relevant equipment and adapted resources.</p> <p>Liaise with external professionals eg. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific adaptations.</p> <p>Identify training needs for all staff that can be delivered at PDMs.</p> <p>Review the PE curriculum to ensure PE is accessible to all pupils and includes disability sports.</p>	<p>SENCo</p> <p>SLT</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo/ PE Subject Lead</p>	<p>Termly</p> <p>Weekly</p> <p>Ongoing - when appropriate</p> <p>Ongoing - when appropriate</p> <p>Annually</p>	<p>Support arrangements are reviewed as the needs of individuals change.</p> <p>All pupils have equal access to a differentiated curriculum.</p> <p>Support in place for all SEND pupils (including during the teaching of PE) and staff are aware of pupils' needs.</p> <p>An increase in confidence of supporting children with SEND for teachers and LSAs.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Timeframe	Success Criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This may include:</p> <ul style="list-style-type: none"> <li>➤ Ramps</li> <li>➤ Disabled toilet and changing facilities</li> <li>➤ Coloured markings to identify change in ground level</li> <li>➤ Accessible car parking</li> </ul> <p>Suitable furniture and work space given to pupils according to need.</p> <p>Educational visits are carefully planned, with inclusiveness in mind.</p>	<p>To ensure that, where possible, the school building and grounds are accessible for all children, parents and visitors with disabilities.</p>	<p>Disabled members of the school community have a place to park near the front entrance.</p> <p>Regular health and safety checks of the school and surroundings to ensure suitable access for parents and children with disabilities.</p> <p>Ensure all children with physical disabilities can be safely evacuated from school building in the event of an emergency.</p> <p>Risk assessments will be in place ahead of educational visits to ensure that all children, including those with physical disabilities can access trips.</p>	<p>Premises Team</p> <p>Premises Team</p> <p>SENCo</p> <p>Class Teachers/ SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing - when appropriate</p>	<p>There is a place for disabled visitors to park throughout the school day.</p> <p>All pupils, parents and visitors with disabilities feel safe as they move around the school.</p> <p>All pupils can be safely evacuated from the school building in the event of an emergency.</p> <p>All pupils are able to access all school trips and take part in a range of activities.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Timeframe	Success Criteria
<p>Improve the availability of accessible information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>➤ Clearly labelled resources</li> <li>➤ A visual timetable in each classroom</li> <li>➤ Effective use of Chromebooks to enhance lessons for the needs of all learners</li> </ul> <p>We ensure that all parents and other members of the school community can access information.</p>	<p>Ensure that all parents and other members of the school community have access to communication methods that are accessible and informative.</p>	<p>Children will be given opportunities to share their views and ideas through ‘pupil voice’ surveys and focus groups.</p>	<p>SENCo</p>	<p>Annually</p>	<p>Children’s voices are heard and acted upon.</p>
			<p>Ensure parents have access to the school SEND provision map and Surrey Local Offer on the school website.</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>Communication links between home and school are strong, and parents feel confident to contact the SENCo for support and advice.</p>
			<p>SENCo to meet and communicate with parents regularly to discuss further support and advice.</p>	<p>SENCo</p>	<p>Ongoing</p>	
			<p>Ensure that annual review reports of children with SEND are available to parents and are accessible and informative.</p>	<p>SENCo</p>	<p>Ongoing</p>	