



## Accessibility Plan

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## Aims

Under the Equality Act 2010, schools are required to have an Accessibility Plan. The purpose of this plan is to ensure that Manor Park Primary School continues to develop and improve access for pupils with disabilities by:

- Increasing the extent to which pupils with disabilities can participate fully in the curriculum
- Improving the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improving the availability and delivery of accessible information to pupils with disabilities

At Manor Park Primary School, we are committed to treating all pupils fairly, with dignity and respect. We aim to provide an inclusive environment where all children are able to access learning opportunities and achieve their full potential, regardless of disability, background or need.

As a school serving a culturally diverse community, we strive for excellence by enabling our children to develop academically, creatively, socially and emotionally. We offer an inspiring, broad and balanced curriculum that places learning at the heart of all that we do. Our pupils are encouraged to explore, take appropriate risks and develop resilience in a supportive environment, preparing them to become confident, caring and active citizens in modern Britain.

Manor Park Primary School is committed to ensuring equality of opportunity for all members of the school community, including pupils, parents and carers, staff, governors and visitors. We work to ensure that individuals with disabilities are not treated less favourably in any aspect of school life, including policies, procedures, practices and service delivery. The school does not tolerate discrimination or harassment of any kind, including harassment related to disability or association with a disabled person.

This Accessibility Plan is available on the school website, with paper copies available on request. The school is also committed to ensuring that staff receive appropriate training on equality and disability issues in line with the Equality Act 2010.

The school values partnership working and will engage with relevant agencies and stakeholders to support the development and implementation of this plan. The school's complaints procedure applies to this Accessibility Plan and provides a clear process for raising any concerns relating to accessibility.

The development of this plan has involved consultation with a range of stakeholders, including pupils, parents and carers, staff and governors.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action plan

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

<b>Aim</b>	<b>Current good practise</b> Include established practise and practise under development	<b>Objectives</b> State short, medium and long term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
Ensure full access to the curriculum for pupils with a disability	Our school offers an engaging and accessible curriculum for all pupils with appropriate adaptations to enable all children to succeed.	Medium term	Continue to develop adaptive teaching across the curriculum	Curriculum leaders, inclusion leader, SENDCos, phase leaders and class teachers	Ongoing	Children successfully engage with the curriculum and make good or better progress from their starting points.
	We use resources tailored to the needs of pupils who require support to access the curriculum	Short term	In place	Class teachers, SENDCos	Complete	
	Curriculum resources include examples of people with disabilities	Short term	In place	Class teachers, SENDCos	Complete	
	Curriculum progress is tracked for all pupils, including those with a disability.	Short term	In place	Class teachers, curriculum leaders, inclusion leader and SENDCos	Termly	

	Targets are set effectively and are appropriate for pupils with additional needs.	Short term	In place	Curriculum leaders, inclusion leader, SENDCos and phase leaders	Termly	
	The curriculum is reviewed to ensure it meets the needs of the pupils	Short term	In place	Curriculum leaders	Annually	
	Reasonable adjustments are discussed with all staff in order for access arrangements to be identified and actions for any necessary modifications.	Short term	In place	Inclusion team, class teachers.	Termly	
Improve and maintain access to the physical environment	The environment adapted to the needs of the pupils as required. This includes: <ul style="list-style-type: none"> <li>Ramps are available and maintained where required to allow safe access to buildings</li> </ul>	Short term	In place	Headteacher/Site Manager	Ongoing	Safe and convenient access for disabled staff and visitors
	<ul style="list-style-type: none"> <li>Designated disabled parking bays close to the school entrance</li> </ul>	Short term	In place	Site Manager	Ongoing	Safe and convenient access for disabled staff and visitors

	<ul style="list-style-type: none"> <li>Disabled toilets and changing facilities</li> </ul>	Short term	In place	Site Manager	Ongoing	Facilities meet the needs of pupils, staff and visitors with disabilities
	<ul style="list-style-type: none"> <li>Lockers for children from Y2 -Y6 to reduce clutter and trip hazards</li> </ul>	Short term	In place	SLT	In place/reviewed annually	Reduced risk of trips and falls, especially for pupils and staff with mobility needs
	<ul style="list-style-type: none"> <li>Inspect and maintain outdoor play equipment, including addressing issues such as wood rot</li> </ul>	Short term	In place	Site Manager	Termly checks	Safe, accessible play opportunities for all pupils
	<ul style="list-style-type: none"> <li>Develop inclusive playground equipment and activities</li> </ul>	Short term	In place	Inclusion and Pastoral Team	As required	Pupils with physical and sensory needs can participate in play
	<ul style="list-style-type: none"> <li>Provide access to quiet spaces or low-stimulus areas for pupils with sensory sensitivities</li> </ul>	Short term	In place	Inclusion and Pastoral Team	As required	Pupils are better able to self-regulate and engage in learning

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Access to laptops/lpads/reader pens, Clicker</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Use of InPrint</li> <li>• Makaton</li> <li>• Coloured overlays</li> <li>• Internal information sharing for necessary adjustments including individual risk assessments and pupil profiles as needed.</li> </ul>	<p>Short term</p>	<p>On request</p>	<p>Inclusion lead, SENDCos, class teachers</p>	<p>Available</p>	<p>Pupils with communication needs can access learning more effectively</p>
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## Links with other policies

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

- Health and safety policy
- Equality Policy
- Special educational needs (SEND) information report
- SEND Policy
- Supporting children with medical needs policy

## Monitoring arrangements

This policy will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by governors.