

# The Manor's Accessibility Plan

---

Key Document details:

Author:

GBrindley

Owner:

Date:

1.9.24

Ratified:

Approver:

Version No.:

Next review

1.9.27

---

# Contents

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

.....

## 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.

The Manor is a values based organisation and therefore recognises the contribution that all children can make to all *aspects of school life*. At The Manor School, we aim to provide every child with the best possible education and the securest of environments. We work to provide all pupils with a solid academic footing, which ensures that every child reaches their full potential, especially in the key areas of literacy, numeracy, science, and ICT. Our school also aims to help children develop as people, secure in knowing who they are and what they want from life.

Our teaching philosophy is simple: we aim to combine the best of tried-and-tested methodology with new and innovative ways of teaching.

All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability.

The Accessibility 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.

As part of The White Horse Federation, we passionately believe that by working together, children have a higher quality of education, and that as colleagues, we will also benefit from and reap the rewards of a values-based organisation where no one is left behind.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum which is accessible for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Bespoke packages in place for those who need it. (eg; Sports Therapy, 1:1 interventions)</p> <p>The school actively promotes</p>	<p>All pupils to access a varied and challenging curriculum</p> <p>Further curriculum resources to include examples of people with disabilities.</p> <p>Short term</p> <p>Review the accessibility to the curriculum following implementation of new maths and English curriculum</p>	<p>Ensure all curriculum leaders are aware of need to include resources featuring those with disabilities.</p> <p>Review T&amp;L and actions taken to ensure curriculum is accessible.</p> <p>Ensure resources are available to all</p>	<p>Class teachers SLT SENCo</p>	<p>ongoing</p>	<p>Positive progress to be seen across the curriculum for all pupils</p> <p>All pupils receive the support to which they are entitled so that positive progress can be made across the curriculum</p>

	<p>positive attitudes towards pupils and all others with a disability</p> <p>Governors are aware of their legal obligations regarding the equality act and take them seriously</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>The main area of the school and classrooms are wheelchair accessible</li> <li>Corridor width is wheelchair accessible</li> <li>Disabled toilets</li> <li>Library shelves at wheelchair-accessible height</li> </ul>	<p>Short term</p> <p>regular monitoring of the resources and access to ensure that it is safe and fit for purpose.</p> <p>Medium term monitor condition and availability of access over time</p> <p>Long term-ensure that all disabled pupils can be evacuated safely and that access routes are well planned.</p>	<p>The site manager follows TWHF maintenance contracts and expectations at regular times</p> <p>Staff are able to identify where adjustments are needed to access routes and managing movement of pupils with disabilities at any given time.</p> <p>Regular risk assessments for existing and new pupils with disabilities</p> <p>Adaptions / ramps to be added to the Upper Key stage 2 corridor to enable the whole school to be wheelchair accessible</p>	<p>Site manager Governors Principal SENCo</p>	<p>Regularly as needs arise through risk assessments and outside contracts</p>	<p>The physical environment is well maintained, fit for purpose and enables pupils to move about the environment with some independence and safely</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school can offer a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Large print resources</li> </ul>	<p>Short term</p> <p>ensure that signage and print are appropriate and meet needs</p> <p>Medium term</p>	<p>Review and monitor impact and the changes in need across the school</p> <p>Monitor the impact of</p>	<p>SENCo Principal Governors Staff</p>	<p>Ongoing as needs arise</p>	<p>Pupils and their families are able to access information in an appropriate manner that meets their specific needs</p>

	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Access to the County Physical disabilities team</li> <li>• Trained staff for communication with pupils</li> <li>• Access to interpreters and/ or other support for parents</li> <li>• Access to electronic resources to support access and to meet needs</li> </ul>	<p>training is identified and accessed Resources are updated and monitored for impact and meeting need</p> <p>Long term</p> <p>maintain standards of communication that are used</p>	<p>training</p> <p>Regular review of signage</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 Principal and Local Board of Governors.

## **5. Links with other policies**

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

- Risk assessment policy
- 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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is single storey			
Corridor access	Wheelchair accessible			
Lifts	N/A			
Parking bays	All car park is wheelchair accessible			
Entrances	Front entrance is wheelchair accessible			
Ramps	Not required			
Toilets	Wheelchair accessible, disabled toilets			
Reception area	Area sufficiently spacious for wheelchair access			



Internal signage		Consider further visual prompts	SENCo Headteacher	
Emergency escape routes	Clearly signed			