

The Manor School

Accessibility Plan

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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. Our school vision states:

You are amazing, loved, valued, wonderful and unique and god made you this way.

“I have come that they may have life, and have it to the full.” John 10:10

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued

This applies to all members of our school community without reservation. We are entirely inclusive in all aspects of school life. Everyone is welcomed and valued.

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. We are part of The White Horse Federation and The Diocese of Salisbury who support the implementation of this 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.

We have included a range of stakeholders in the development of this accessibility plan

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 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	<p>Our school offers a curriculum which is accessible by 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 regularly to ensure it meets the needs of all pupils.</p>	<p>Further curriculum resources to include examples of people with disabilities.</p> <p>Short term Review the accessibility to the curriculum due to Covid-19</p>	<p>Ensure all curriculum leaders are aware of need to include resources featuring those with disabilities.</p> <p>Review T&L and actions taken to ensure curriculum is accessible. Ensure resources are available to all</p>	<p>Senco</p> <p>Senco Classteachers SLT</p>	<p>July 2021</p> <p>January 2021</p>	<p>Curriculum resources will include people from a variety of backgrounds, including those who are disabled.</p> <p>The curriculum is appropriately planned, implemented and resourced for all pupils. The impact of the curriculum is clearly supporting progress and meeting needs.</p>

	<p>Bespoke packages in place for those who need it. (eg; Sports Therapy, 1:1 interventions)</p> <p>The school actively promotes 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>					
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to meet the needs of all</p> <p>This includes:</p> <p>Ramps to allow access to the all areas of school (one part of the school is accessed via an outside door)</p> <p>Wide corridors and doorways</p> <p>Disabled parking bay</p> <p>Disabled toilet and changing facilities</p> <p>Library shelves at suitable height</p>	<p>Short term-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>Site manager</p> <p>Governors</p> <p>Principal</p> <p>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>Steps are clearly highlighted to avoid injury</p> <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations 	<p>Short term-ensure that signage and print are appropriate and meet needs</p> <p>Medium term training is identified and accessed Resources are</p>	<p>Review and monitor impact and the changes in need across the school</p> <p>Monitor the impact of training Regular review of signage</p>	<p>SENCo</p> <p>Principal</p> <p>Governors</p> <p>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"> • Trained staff for communication with pupils • Access to interpreters and/ or other support for parents • Access to electronic resources to support access and to meet needs 	<p>updated and monitored for impact and meeting need</p> <p>Long term maintain standards of communication that are used</p>				
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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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				