

# Accessibility Policy and Plan



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Approved by:	CEO/CEA
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This policy is scheduled for review on:	Every 3 years or on updates

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to Manor Primary Schools Accessibility Plan

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with the policies listed in the section below. School-based policies are shared with parents on our website as relevant.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Aims & Principles

Manor Primary School is an inclusive school. We aim to make all children feel included in all our learning opportunities within the school day and beyond. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged

## 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.

This policy complies with Manor Multi Academy Trusts funding agreement and articles of association.

## Contextual Information

Everyone at Manor Primary School is committed to providing an accessible environment which values and includes all pupils, parents, visitors regardless of the education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop cultural awareness, tolerance and inclusion.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We feel that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

Manor Primary School plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provide
- Improve the availability of accessible information to pupils with disabilities

## Equality and Inclusion

At Manor Primary School. We are committed to fostering an inclusive environment where everyone feels respected, valued, and empowered to achieve their full potential. Our goal is to create a school that reflects the diversity of our community and promotes equality for all.

We recognize the value of diverse perspectives and experiences. We are committed to building an environment that reflects a variety of backgrounds, skills, and viewpoints, which we believe enhances our creativity and innovation.

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.

## Complaints about SEND provision

Complaints about our SEND provision do **not** sit within the scope of the Manor MAT Complaints Policy; specific details are therefore provided in the schools SEND policy,

If you have any concerns relating to accessibility in school, the SEND complaints procedure sets out the process for raising these concerns.

## Accessibility Action Plan

The Accessibility Action Plan is drawn up to cover a three year period and relates to the key aspects of physical environment, curriculum and written information. The plan will be updated annually and contain relevant information in relation to:

- Improving access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- Increase access to the **curriculum** for pupils with a disability, explaining and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe

We acknowledge that there is a need for ongoing awareness – raising and training for staff and Directors in the matter of disability discrimination and the need to inform attitudes on this matter.

The School's Special educational needs and Disabilities Policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the LA and Educational Psychologists, the SENDCo manages the Statutory Assessment Process, ensuring that additional resources are available where appropriate.

Manor Primary school works closely with a range of specialist services including:

- Sensory Inclusion
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Wolverhampton Outreach Service
- CAMHS

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It will be revisited prior to the end of each three-year plan period in order to inform the development of the New Plan for the following period.



## Action plan

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

Improve the curriculum access			
Objective	Action/s	Time frame	What will success look like?
Enable all children with complex SEND needs to have access to appropriate learning opportunities/provision to meet their needs	<p>Review SEND children's access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENDCO.</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children</p>	Ongoing	Children with complex SEND to have access to learning opportunities that meet their needs as outline in professionals reports.
Ensure children with complex SEND needs can take part equally in whole school events and after school activities	<p>Ensure whole school events can be adapted to include all children</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school.</p> <p>Support would need to be available – especially after school</p>	Ongoing	Children with complex SEND feel able to participate equally in out of school activities.

<p>Communication with Parents</p>	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents understand how to make appointments to meet the SENCO or a member of the SEND team</p> <p>Parents meet regularly with SENCO to access further support and advice through coffee mornings</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for parents.</p>	<p>Ongoing</p>	<p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>
<p>To continue to train staff to enable them to meet the needs of children with a range of SEN.</p>	<p>SENCo to review the needs of children and provide training for staff as needed.</p> <p>School to access training from Wolverhampton Outreach</p> <p>SEND network to work collaboratively to access bespoke training to meet the changing needs within our schools</p>	<p>Ongoing</p>	<p>Staff are able to enable all children to access the curriculum.</p>





Improve the physical environment			
Objective	Action/s	Time frame	What will success look like?
To be aware of the access needs of children, staff, Trustees and parents/ carers with SEND	<p>Ensure the school staff &amp; Trustees are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Update access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition</p>	Ongoing	<p>SEND objectives are in place for children with SEND, and all staff are aware of pupils' needs.</p> <p>All staff &amp; Trustees are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Whole School Evacuation/Whole School Lockdown	<p>Ensure all children with SEND can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Children to have PEEP's if needed.</p> <p>Ensure all staff are aware of their role in relation to pupils with SEND in the even to a Whole School Lockdown</p>	Ongoing	<p>All children with high level SEND can be safely evacuated.</p> <p>All children with high level SEND can be safely supported in the event of a whole school lockdown</p>

## Links with other policies

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Special Educational Needs and Disability Policy
- Curriculum Policy
- Health and Safety Policy
- Risk Assessment Policy
- Relationship and Behaviour Policy
- School Improvement Plan
- Teaching and Learning Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy

