



Manor Park Primary School

Accessibility Plan

Date approved:	June 2022
Date of next review:	June 2025

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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.

We aim to be central to our culturally diverse community, striving for excellence, enabling our children to achieve their highest academic, creative, social and emotional potential.

Our school encourages exploration and creativity through an inspiring, broad and balanced, engaging curriculum where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in a risk-taking environment where they thrive on and learn from the challenges they face. Everyone is encouraged to achieve as individuals, in preparation for their roles as caring and active citizens in modern Britain.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. At Manor Park Primary, we are committed to ensuring equal treatment of all our students, parents/carers, employees and all others involved in the school community, who may have any form of disability. We will endeavor to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery. Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes students who are carers of any disabled family member.

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.

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.

Amy Healy – Inclusion Leader

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
Ensure full access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Short Term	In place	SENDCo	Complete	All items to be audited by phase leaders in consultation with inclusion leader and class teachers
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Short Term	In place	SENDCo	Complete	
	Curriculum resources include examples of people with disabilities.	Short Term	In place	SENDCo	Complete/On going as required	

	Curriculum progress is tracked for all pupils, including those with a disability.	Short Term	In place	Assessment Leader, Inclusion AHT, SENDCo and class teachers	Termly	
	Targets are set effectively and are appropriate for pupils with additional needs.	Short Term	In place	Inclusion Leaders, SENCo and class teachers	Termly	
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Short Term	In place	AHTs and subject 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	SENDCo	Termly	

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bay • Disabled toilets and changing facilities. • lockers for children from Y2 to avoid trip hazards. • Wood rotting on play equipment 	Short Term	In place	Site Manager	Complete	All items to be audited by AHT responsible for inclusion
		Short Term	In place	Site Manager	Complete	
		Short Term	In place	Site Manager	Complete	
		Short Term	In place	Site Manager	Complete	
		Short term.	Ensure all exterior wood is treated prior to install then treated as needed.	Site Manager	On going	

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Access to laptops/iPads /reader pens • Large print resources • Pictorial or symbolic representations • Internal information sharing for necessary 	Short term	On request	SENDCo	Available	All items to be audited by designated AHT responsible for inclusion
		Short term	On request	SENDCo	Available	
		Short term	On request	SENDCo	Available	
		Short term	In place	SENDCo	Available	

	adjustments including individual risk assessments and pupil profiles as needed					
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Any items not in the above schedules will be reviewed as a matter of urgency as and when they arise and then prioritise accordingly.

4. 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
- Induction policy
- Supporting children with medical needs policy

5. 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 the Governors.

Appendix 1: Accessibility audit

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

Person Responsible for completing Appendix 1:

Amy Healy/Pat Connolly (Site Specific)