

Accessibility Plan	
Policy Number	FSA-003
Responsible Post	Head Teacher
Responsible Committee	Resources
Review Schedule	3 Years
Policy Reviewed on	21 March 2023
Next Review Date	March 2026
Changed	Yes
<p>The Governing Body's key roles are:</p> <ul style="list-style-type: none"> • To Provide a strategic view • To Support and challenge the Head Teacher and the School • To ensure accountability. 	



Rationale

- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of the progress of the Accessibility Plan over a prescribed period.
- The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.
- Manor CE Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.
- The Manor CE Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Guidelines

1. Starting points

1a: Vision and values

Manor Infant School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will:

- set suitable learning challenges
- respond to pupils diverse needs

- overcome potential barriers to learning and assessment for individuals and groups of pupils.
- The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

1b: Involvement

This will include

- The views and aspirations of disabled children.
- The views and aspirations of the parents of disabled children.
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

1c: Information gathering from pupil data and school audit

Definition

According to the Equality Act 2010 :

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Currently the data includes

- Entry details including parental information
- SEND audit
- Data collated on teaching staff
- Advance information and consultation with Pre schools and Health Service to identify disabled pupils before they start school.

School strengths and weaknesses

Each year the school needs to audit its strengths and weaknesses. Current audit suggests:

Our strengths are that -

- no area of the curriculum is limited to disabled pupils
- no area of the school is limited to disabled pupils

We need to ensure

- that we raise staff awareness of DDA and its implications annually
- that we develop knowledge of disabled pupils in school and the pattern of their participation in school life.

Impact

Ensure the schools policies cater for disabled children including the following policies:

- Behaviour Policy
- School trips

- Curriculum Intent
- Timetabling
- Administration of medicines

Outcomes

- The school will also make detailed analysis of outcome data at the end of EYFS and Key stage 1 to check the progress of these children (See Assessment files)
- Ensure these children are checked in lesson observations and Head teacher monitoring
- Check the participation and achievements of disabled children in extra-curricular activities

2. Main priorities in the school's plan

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that teachers and LSA's have the necessary training to teach and support disabled pupils
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure that all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Ensure that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Check the layout of areas allowing access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure that emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check background noise levels for hearing impaired children
- Ensure furniture is selected and located to suit all children

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print

- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

3: Making it happen

3a: Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities, Manor Church of England Infant School has drawn up an action plan to make things happen, which outlines how the requirements of the will be met. This action plan has been shaped in consultation with pupils, staff, parents, and all those that we provide a service to as outlined in the previous section.

Accessibility Action Plan

The following action plan outlines what will be achieved in the next year with regards to meeting the accessibility plan.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2023-2026 Improving Curriculum Areas							
Increasing the extent to which disabled pupils can participate in the school curriculum	Ensure that teachers and LSA's have the necessary training to teach and support disabled pupils.	Each year to check in the summer term for any disabled pupils that are starting in the Autumn and that staff are qualified and trained to support them.	School data Learning walks and observations	Termly through <ul style="list-style-type: none"> • SEND audit • Learning walks 	SENCO Head	Ongoing	Ongoing cycle
	To ensure that teaching meets the needs of all learners	HT and SENCo to monitor the quality of teaching - differentiation and provision for pupils with SEND.	Learning walks and observations	Termly	SENCo	Ongoing	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	To ensure that classroom layout promotes participation and independence of all pupils	SENCo to monitor the organisation and layout of classrooms to ensure that provision meets the needs of all learners	Learning walks and observations Pupil interviews	Annually	SENCo	Autumn term	Autumn term
	To provide staff training for pupils with SEND – focus on key areas of need – SLCN, ASD as necessary	EP / SALT to provide training for key staff	Learning walks and observations Pupil interviews	Annually	SENCo	Ongoing	Ongoing
2023 - 2026 Improving Physical Access							
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:	To keep corridors clear of obstructions	Daily H&S walk about	Learning walks and observations	Daily	Cleaning Team	Ongoing	Ongoing
	No disabled toilet on site	Although there is a hand rail in one of the Red class pupil toilets and an outward opening door, there is not a disabled toilet on site. HCC have agreed that should this be a requirement in the future it will be raised with them.	Annual discussion with HCC in Property Services annual meeting - based on the needs of pupils	Annually	Headteacher and HCC property services	Ongoing	Ongoing
	To ensure that disabled pupils can be safely evacuated from the building	PEEPs to be in place	On entry to school, a pupil needs assessment will take place	On entry to school	Admin Assistant / Headteacher	Ongoing	Ongoing
2023 - 2026 Improving the delivery of written information to disabled pupils							
To ensure that information that is normally provided by the school to its pupils is available in different formats	To ensure that information leaflets are in a clear font	Ensure that all leaflets are produced in a clear font.	Parent interviews	Annually	Headteacher / office staff	Ongoing	Ongoing
	To ensure that all staff are aware of information on	Guidance to staff on dyslexia and preferred formats and coloured pages	Learning walks and observations Pupil interviews	Annually	SENCo	Autumn term	Autumn term

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	accessible formats						

3b: Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

This will be part of the School Strategic Plan

3c Reviewing and revising

This scheme will be reviewed and revised every three years

3-year period covered by the plan: March 2023 – March 2026

Policies linked to Accessibility plan

This Plan will contribute to the review and revision of related school policies, e.g.

- Curriculum policies.
- Building and site development plans.
- Disability equality scheme
- Equal Opportunities policy.
- Equal opportunities employment policy
- Gender equality scheme
- Pay policy
- School integrated development plan.
- SEND policy
- Single Equality policy