



Manor Park CE First School (VC)

*Love for God, Love for each other and Love
for Learning*

Accessibility Plan

June 2022 to June 2026

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This is the Accessibility Plan for Manor Park CE First School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with other medical conditions;*
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Teaching and Learning Policy

- Relationship and Behaviour Policy
- Health and Safety Policy
- School Development Plan

3. Our vision and aims

Manor Park CE First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment, in line with our Mission Love for God, Love for each other and Love for Learning, to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Manor Park CE First School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our

pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Manor Park CE First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas eg. English and Maths;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD and Attachment Disorder on learning;
- staff training regarding sensory impairments and the school environment where required;
- modifying learning and the curriculum content into large font for pupils with a visual impairment (VI);
- Access to the sensory room and support from our Family Support Worker and full time ELSA.

Physical Environment

Manor Park CE First School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating parking bay in the car park for pupils and families, and visitors with a disability;
- providing an accessible toilet with changing facilities;

- ensuring that there is good lighting throughout the school, making use of natural light where possible and reducing glare through the use of roller blinds and in the hallway and classrooms;
- removing and fixing potential trip hazards and keeping all floor space uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Manor Park CE First School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Manor Park CE First School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Manor Park CE First School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Manor Park CE First School's Accessibility Plan will be implemented by the Senior Leadership Team.

Sufficient resources will be allocated by Manor Park CE First School to implement this Accessibility Plan.

1. Monitoring

The Manor Park CE First School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor's Meetings.

The governing body will monitor Manor Park CE First School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Manor Park CE First School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Manor Park CE First School complaints procedure covers the Accessibility Plan.

Approved _____

DATE _____

Review date _____

Manor Park CE First School ACCESSIBILITY PLAN - June 2022 to June 2026:

Improving access to the curriculum

| What needs to be done? | How will this be achieved? | Who is responsible? | Times cale | Review/Monitor |
|--|--|---------------------------------------|--|--|
| Ensure access to the curriculum for all children regardless of disability. | <ol style="list-style-type: none"> 1. Monitor planning to ensure that it is differentiated for all children and resources available to the children to aid learning if required. 2. To develop and embed a graduated response ensuring quality first teaching. | Curriculum Lead T&L lead SENDCo | Leads will continuously monitor dependent upon RPM | Curriculum Focus visits identifies differentiation and scaffolding - see SL notes EAL training shared with Teachers and TAs Scaffolding training with Teachers, TAs and IFs Challenge in Maths for ALL training completed Provision mapping set up |

| | | | | |
|---|--|---|--------------------------------|--|
| | 3. To develop individualised curriculums where appropriate to ensure equality of curriculum. | | | Individualised curriculums are set up |
| To develop the staff understanding of the emotional needs of children | <ol style="list-style-type: none"> 1. See link to Objective 2 in Equality Plan 2. Walkthrus approach is being used to develop consistency for ALL children | PSHE Lead Pupil Relationship and Engagement Lead SENDCo | Autumn 2022 Summer 2022 | March 23 - Autism week held in school. Outcome sunflower display following learning. Shared in newsletter to parents |

Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Review/Monitor |
|--|--|----------------------------|--------------------------------|---|
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | <ol style="list-style-type: none"> 1. Toilets for KS2 are refurbished to provide unisex facilities (See premises plan for costings) | Head Site Manager | Summer 26 | This has been looked at as part of a bigger plan to put in a further PS base. Changes to be made during Summer term and holidays. |

Written information is more accessible

| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Review/Monitor |
|--|--|---|-------------------------|---|
| To ensure that all parents with EAL have access to relevant information. | <ol style="list-style-type: none"> 1. Written information will be offered and provided in alternative formats using Google Translate if possible. 2. Links made to parents/staff/pupils who speak the same language to aid translation | Senior Leadership Team, parents, pupils and Office staff. | As needed | Information about parking was shared in 3 other languages to reinforce the message about no parking Questions regarding SEN needs was translated to share with parent prior to a meeting |
| To develop further strategies to support the communication needs of a number of children across the school | <ol style="list-style-type: none"> 1. Staff to be trained, and graduated response to be followed. 2. Link to Objective 2 in Equality Plan 3. Visuals to be consistently used throughout the school (Widget) to support children with SEND | SENDCo | Autumn 2022 | Early Years staff have completed a course in Makaton to support needs in their classes Widget is the system used for all social stories. |