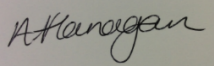




# Accessibility Policy and Plan

Signed (Head) 	Name A Flanagan	Date: 17 May 2024
		Next Review: 16 May 2027

Aspire, Believe, Achieve

*Shine like stars in the sky*

*Philippians 2:15*

## Accessibility policy and Accessibility Plan

The Manor C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### Definition of Disability

A person has a disability 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 carry out normal day-to-day activities

### What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. The Manor C of E Primary 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 educational, 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.
3. The Manor C of E Primary School Accessibility Plan shows how we ensure that our school is inclusive to all by:
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
  - Improve 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.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

### Accessibility Plan

#### Physical Access

Targets	Strategies	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the EHCP process.</p>	<p>Inclusion Manager / Class Teacher</p> <p>Headteacher</p>	<p>EHCP's are in place for disabled pupils, and all staff are aware of pupils' needs. Staff and Governors are confident that their needs will be met.</p>
	<p>b) to ensure staff and governors can access areas of school used for meetings</p>	<p>Headteacher</p>	<p>Continuously monitored to ensure any new needs arising are met.</p>
	<p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p>		<p>Parents have full access to all areas of school.</p>

Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for wheelchairs</p> <p>c) provision of appropriate seating</p>	Resources committee	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p> <p>Wheelchair users can enter the building with ease</p>
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation of disabled pupils</p>	Inclusion Manager	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice on appropriate equipment if this becomes necessary	Inclusion Manager	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

## Access to the curriculum

Targets	Strategies	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues as required	Identify training needs in termly meetings	Inclusion Manager	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child	Inclusion Manager	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.	Inclusion Manager	All pupils are able to access all school trips and take part in a range of activities
PE is accessible to all	PE curriculum ensures no child is excluded from it due to a disability	Inclusion Manager	All pupils have access to PE and are able to excel.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	Inclusion Manager	Disabled children feel able to participate equally in out of school activities

## Access to information

Targets	Strategies	Responsibility	Success Criteria
Signage around school to be in other languages and braille if that becomes required	Plans for a welcome sign in foyer in English and other languages spoken by current families within our school. Signs around school are in various languages spoken within our current membership.  We will place braille signs to the right of all doors if we have a	Inclusion Manager	ALL People feel they are welcome in school

	visually impaired member of the school community		
Inclusive discussion of access to information in all parent/teacher meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Inclusion Manager/ class Teachers /Office Staff	Staff more aware of preferred methods of communication, and parents feel