

MANOR LEAS INFANT SCHOOL



Learning for Life

**Accessibility Plan
2024-2027**

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 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 provided
- › Improve the availability of accessible information to pupils with disabilities

At Manor Leas we aim to always give every child the very best opportunities in education. We strive to provide a happy, caring and supportive environment where everyone feels valued and secure. We encourage a love of life-long learning, providing every pupil with the opportunity to achieve their full potential in a rich, stimulating learning environment. In line with our school values, our school aims to treat all of its pupils, parents, carers, staff and members of the community fairly and with respect, kindness; we want them to be happy, safe and to achieve their full potential. This involves providing access and opportunities for all without discrimination of any kind.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 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 our funding agreement and articles of association.

1. Increase access to the curriculum for pupils with a disability				
Objectives	Strategies	Person responsible	Success Criteria	Timeframe
To raise staff awareness of disabilities and any barriers to learning and how to support pupils effectively	Whole-school CPD provided for staff to support awareness of medical conditions and potential barriers to learning	SENCo	Enhanced staff awareness of pupils needs and how to support them most effectively. Positive impact on pupil welfare and outcomes.	Ongoing
	Relevant CPD provided for staff for individual pupils with specific needs as the need arises			As the need arises
To use resources tailored to the needs of pupils who require support to access the curriculum	Purchase relevant resources to support specific needs	SENCo	Pupils will have appropriate resources to support their learning needs. Positive impact on pupil welfare and outcomes.	As the need arises
To ensure that the curriculum provide opportunities for all pupils to achieve	Continued staff development of a range of inclusion strategies, involving multi-agency approaches, provision of social groups, resources etc.	SENCo	All pupils are able to access the learning in the classroom. Support plans identify key strategies or resources for individual pupils. Scaffolds are used effectively in lessons to support learning. ELSA support takes place for individual pupils and has a positive impact, as shown through pre and post questionnaires and internal data tracking. Staff are confident to manage medical needs. Intervention is effective and addresses gaps in learning; impact can be seen through improved data outcomes. Positive impact on pupil welfare and outcomes.	Ongoing
	Lessons include a variety of learning styles and are scaffolded and/or differentiated appropriately. ELSA support where appropriate. Staff trained to support individual medical needs. Designated TA support to provide interventions.	Teachers		

<p>To set effective SMART targets for pupils with a disability which are reviewed regularly</p>	<p>Set SMART and ambitious targets for identified needs Review targets regularly and amend where appropriate</p>	<p>SENCo Class teacher</p>	<p>Support plans identify key strategies or resources for individual pupils. Positive impact on pupil welfare and outcomes.</p>	<p>Ongoing</p>
<p>To ensure that all pupils have the opportunity to access after school club provision during the school year</p>	<p>Liaise with parents, pupils, staff and club providers to find positive solutions to enable pupils to participate. Monitor uptake of school club provision by pupils with additional needs/disabilities.</p>	<p>SENCo</p>	<p>Pupils participate in after school club / extra-curricular provision.</p>	<p>Ongoing</p>
<p>To ensure there are positive attitudes and representations of pupils with a disability in the curriculum and learning environment and within resources</p>	<p>During curriculum review, identify what resources and teaching topics are already in place and what is needed to be developed further Purchase books and resources to increase representation. Continue to invite athletes with disabilities into school.</p>	<p>SENCo PSHE leader</p>	<p>Pupils will have positive attitudes of people with disabilities.</p>	<p>September 2024 Ongoing</p>

2. To improve and maintain access to the physical environment				
Objectives	Strategies	Person responsible	Success Criteria	Timeframe
To improve and maintain the physical environment of the school to enable pupils and members of the community with a disability to access the school building and premises	When planning and undertaking future improvements and refurbishments of the site and premises, ensure the environment is accessible to all	Headteacher	Improved access into, out of and around the school grounds for all members of the school community	Ongoing maintenance as needed

3. To improve the delivery of information to pupils with a disability				
Objectives	Strategies	Person responsible	Success Criteria	Timeframe

To provide information that is accessible and easily understood by all	Maintain and develop the school website and utilise class dojo Class Dojo has a translation function to provide information in different languages	Administration staff	Effective communication between home and school Parents are able to access school information	Ongoing
	Seek parental views regarding accessible information	Headteacher	Parents receive information in an accessible format	Ongoing
	Increase signage / visual images in school environment for non-readers	Headteacher	Parents/pupils able to access school information	Ongoing
To ensure that parents or carers who are unable to attend school, because of a disability, can access parents' evenings and review meetings.	Phone call, virtual meeting or written information to be offered	Headteacher SENCo Teachers	All parents and carers will be informed of child's progress	As the need arises

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the trustee board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Educational Visits Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy



(Chair of Board of Trustees)

11.7.24 (Date)