

MANEY HILL PRIMARY SCHOOL



ACCESSIBILITY PLAN

Reviewed By Staff:

November 2019

Governor Ratification Date:

November 2019

Next Review Date:

November 2022

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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Understanding of barriers to learning for all areas of SEND and how to adjust teaching to enhance learning.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Subject leaders to review resources.</p> <p>CPD for class teachers – e.g. on attachment & trauma, Autism and differentiation.</p> <p>Review the application of differentiation in teachers' planning for English and Maths</p>	<p>Subject leaders</p> <p>SENDCo</p> <p>English & Maths leaders</p>	<p>Short – July 2020</p> <p>Medium – July 2021</p> <p>Long – July 2022</p>	<p>Inclusive resources</p> <p>Staff training</p> <p>Curriculum audit</p>
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 • Lift to Year 6 • Wide corridors, kept free of unnecessary furniture • Disabled parking bays • Disabled toilets and changing facilities 	<p>Audit the use of practical resources to assist learning throughout school – e.g. left-handed scissors.</p> <p>Audit the accessibility for all children to attend and enjoy out of school enrichment days.</p>	<p>SENDCo to meet with subject leaders to review practical resources.</p> <p>Class teachers to review the accessibility of planned school enrichment days and adjust accordingly so that all children can attend.</p>	<p>SENDCo</p> <p>Class teachers and key stage AHTs</p>	<p>Short – July 2020</p> <p>Medium – July 2021</p>	<p>Practical resources</p> <p>Accessible class days out</p> <p>Accessible library books</p>

	<ul style="list-style-type: none"> Main office desk at wheelchair height 	Develop the spare classroom to include a nurturing environment during lunchtimes	SENDCo and SBM to review classroom furniture and resources for children.	SENDCo & SBM	Long – July 2022	
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"> Internal signage Large print resources Induction loops 	<p>Improve the application by class teachers of recommendations from SEND external agencies.</p>	<p>SENDCo to introduce new procedures for class teachers implementing recommendations from external agencies.</p>	SENDCo	Short – July 2020	<p>Effective implementation of external agency recommendations</p> <p>Widget in use</p>
		<p>Introduce pictorial or symbolic representations – e.g. widget.</p>	<p>SENDCo to introduce Widget for children who would benefit from it and to offer staff training as appropriate.</p>	SENDCo Class teachers	Medium – July 2021	<p>SEND questionnaires and feedback from parents</p>
		<p>Strong partnership work between school staff, external agencies, parents and the child.</p>	<p>Regular review of SEND Parent Questionnaire feedback and website. Host Parents' Coffee mornings, with SENDCo and other school leaders.</p>	SENDCo SLT Governors	Long – July 2022	