



Learning Together, Success Forever

Accessibility Plan

Manor Park Infants School

Reviewed: September 2025
Next review: September 2028

Signed _____ (Chair of Governors)

Signed _____ (Head teacher)

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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.

The purpose and direction of the school's plan: vision and values

At Manor Park we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We are committed to providing a fully accessible environment which values and includes all pupils and stakeholders regardless of their needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, respect, inclusion, and equality of opportunity.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter. Manor Park promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

Our school aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children

We aim to:

- Promote equality of opportunity by working proactively to make reasonable adjustments at policy and whole school level for all stakeholders
- To eliminate discrimination by raising awareness, training, regular monitoring of the impact of policies and reviewing as necessary
- To eliminate harassment and bullying by ensuring that any disability-related harassment of any stakeholder is identified and addressed.
- To promote positive attitudes by modelling respectful attitudes and by ensuring that disability is no barrier to promotion or representation (e.g. School Council)
- To ensure that all steps are taken to meet the needs of anyone with a disability to enable them to reach their potential

The plan will be made available online on the school website, and paper copies are available upon request.

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

Manor Park School supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the school.

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.

Information gathering and sharing:

The school gathers information on pupils and staff in the following ways:

- New pupils – through information from Manor Park Infant School and any other setting, including home.
- Liaison with parents and professionals involved with individuals to ensure we provide the right care for their needs.
- New staff – through the recruitment process, information given on application forms, information given at interview
- Current pupils – through information held on file. We always endeavour to meet other professionals and parents to discuss needs on a 'face-to-face' basis to provide as full a picture of a child as possible.
- We have a comprehensive transition policy to and from Manor Park.
- We ensure that a comprehensive picture of children leaving our school is communicated to Sir John Sherbrooke or other receiving settings to provide a smooth transition so that needs continue to be met.

3: Action Plan

As part of these activities, the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers from Schools Inclusions Support and from appropriate health professionals in the local NHS Trusts.

A. Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success
To identify children joining Nursery or Reception for the next academic year who need adjustments to the provision made for them.	At least one visit per child to settings providing pre-school provision. More than one visit for children identified as needing additional support. Liaison with outside providers such as EYSFIS, if already involved with the family. Organise a meeting with parents to discuss needs of the child.	By September each year	Nursery and EYFS Lead SENDO Headteacher	Provision already in place for September start. Successful transition for child and family.
To establish and maintain close liaison with parents.	Parents of children on SEND Support are invited to review the plan with the class teacher and/or SENCO termly.	Termly	Class teacher/SENCO	Parents of children with special education needs feel involved in supporting their child. The child is making progress toward their specific targets in their plan.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	Headteacher All subject leaders DHT SBM	All policies clearly reflect inclusive practice and procedure
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits.	Early planning and risk assessments for regular trips, to meet the identified needs of cohorts who are in the school. Conversations with parents at an early opportunity.	On-going	SENCO Headteacher SLT EVC	All pupils are accessing and experiencing the opportunities available.
Raise staff and children's awareness of disabilities issues. Promotion of positive attitudes	Seek advice from experts. Consider the needs of specific pupils, both for school and off-site activities. Promote disability equality via Staff meetings. PSHE lessons. Assemblies. (including the 9 Protected Characteristics) Celebrating difference.	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	All members of the school team, including midday supervisors, aware of issues. Detailed information and support available and passed on by staff. Increased whole school awareness of disability issues.
To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision.	Early planning and risk assessments for regular clubs, to meet identified needs of cohorts who are in the school. Early conversations with club providers, parents and children.	On-going	Club providers Class Teachers	All pupils are accessing and experiencing the opportunities available.

To regularly review the curriculum and teaching plans to ensure children have access to all parts.	<p>Differentiated Outcomes Differentiated activities</p> <p>Scaffolding/Chunking of instructions</p> <p>Use of visuals etc.</p> <p>Adaptations are in place as set out by each curriculum subject lead.</p> <p>Bespoke planning for individual children, dependent upon the complexity of need</p> <ul style="list-style-type: none"> • The use of B squared to assist in developing learning opportunities for children and also in assessing progress in different subjects • Training on the use of AET Framework • A range of support staff, including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy if needed 	On-going	Class Teachers Subject Leaders SENCo	Our curriculum will meet the needs of all children in each cohort.
Ensure there is a comprehensive CPD programme that includes the development of knowledge and the sharing of information for staff to meet specific identified needs.	Annual training cycle that includes SEND and specific training as identified.	On-going	Headteacher Deputy Head SENCo	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff
Ensure pupils' needs can be met using IT equipment or other resources, following identification when required.	Use referral to IT support, EP, OT, Paediatrics services and their recommendations.	On-going	SENCo Class Teachers IT Services	Children have the required equipment to support their learning
School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	<p>Policies to include:</p> <p>Content</p> <p>Strategies</p> <p>Resources</p> <p>Adaptations</p> <p>That could be employed when planning for pupils with difficulties or disabilities.</p>	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities including possible adaptations
Providing an environment to support children with mental health needs	<p>Provide a bespoke curriculum and differentiated approach to teaching and learning and behaviour management – where deemed necessary</p> <p>Engage external therapeutic support</p> <p>Train staff members to provide therapeutic support</p> <p>Engage with Forest School provision</p>	All staff	Ongoing	<p>Children are ready to learn and are happy in school</p> <p>Attendance improves</p>

B. Access to the Physical Environment

All access points to the main building of the school to be accessible.	Regularly review access points to the school. Regular communication with children with mobility issues and ensuring their needs are being met. Speak to PDSS if the need to alter access arises.	On-going	Headteacher Site/Manager SENCo.	All areas are accessible to all
Regular review of needs for current pupils.	Reviews of EHCP/Care plans. Conversations with parents.	Termly	Class teacher/SENCO	All current pupils are able to access areas required for learning.
Disabled drivers/visitors to have access to a parking space.	Signage in place for the designated carpark space. Remind staff of the need for space to be left available. Proof of blue badge to be shown to SLT.	On-going	SLT	Designated space available at all times and used by the appropriate people.
Personal evacuation plans have been completed for students who are identified as requiring one.	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements.	Yearly	SENCo	All pupils who require a PEEP, have an up-to-date and properly communicated PEEP which has been practiced to ensure it can be implemented successfully.
Learning areas accessible for pupils.	Regular review of the layout of the classroom to ensure it meets the needs of the children using the space at the time, including the use of areas outside of the classroom for small group/1:1 support.	Termly	Class teacher	Children are not excluded from learning Opportunities because they cannot access the classroom space or equipment.

C. Access to Information

Provision of written material to pupils to meet their needs – specifically those with dyslexic tendencies.	Use of coloured paper/text size/visual timetables where appropriate. Review of materials used in class.	On-going	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time.
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	On-going	SLT	The school will be able to provide written information in different formats when required for individual purposes.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Offer translated versions of text where needed	On-going	Class teacher SLT Office Manager	Delivery of school information to parents and the local community improved.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Manor Park School Governing Body.

5. Links with other policies

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

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