




## MANOR INFANT SCHOOL

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| <b>Approval By:</b> School                              |  |
| <b>Review Frequency:</b> 3 years                        |  |
| <b>Next Review Due:</b> September 2019                  |  |
| <b>Last Reviewed:</b> September 2016                    |  |
| <b>CHAIR OF GOVERNORS &amp; HEADTEACHER TO COMPLETE</b> |  |
| <b>Review Approved (signature):</b>                     |  |
| <b>Date Approved:</b> September 2016                    |  |

## Accessibility Plan

### 1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Manor Infant School and nursery the plan will form part of the School Strategic Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

At Manor Infant School and nursery we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Manor Infant School and nursery Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Manor Infant School and nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, 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.
- 4) The Manor Infant School and nursery Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
  - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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.
- 5) The Manor Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Asset Management Plan
  - Behaviour/anti bullying Policy
  - Curriculum policies
  - Emergency Response & Critical Incident Plan
  - Health & Safety Policy

- Equality & Diversity Plan
  - School Prospectus
  - School Improvement Plan
  - Special Educational Needs & Disabilities Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Governor Finance and Resources Committee
- 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,
- Improve the physical environment of the reception area

Our objectives are detailed in the Action Plan below.

## **3. Access Audit**

The main school is a 1960's era building with narrow corridors and access points from outside through each classroom, at the end of each corridor and through the school hall onto the playground. All classrooms are on the ground floor, as is the hall, which are accessible to all. The ELSA rooms and the ECAR room are the only ones on a second storey. Any activity in these can be made accessible elsewhere in the school if necessary.

There is on-site car parking for staff and disabled car parking next to the schools' kitchen. Most entrances to the school are either flat or ramped and 5 have wide doors fitted. The school office has been fitted with a low reception desk, this being accessible to wheelchair users. There are disabled toilet facilities available next to the staff toilets which is fitted with a handrail and a pull emergency cord and one in each year group toilet block for pupils. The school has internal emergency signage and escape routes are clearly marked.

#### **4. Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority and other external agencies.

## Manor Infant School

**Accessibility Action Plan 2014 -2016** Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

### ACTION PLAN

**AIM 1** To increase the extent to which disabled pupils can participate in the school curriculum

|          | <b>Targets</b>  | <b>Strategies/Tasks</b>   | <b>Timescale</b>      | <b>Responsibilities</b>                                  | <b>Success Criteria</b>   |
|----------|---|---|-----------------------|--|---|
| <b>1</b> | To liaise with pre-school providers to review the potential intake annually   | Identify pupils who may need additional to or different from the provision for the rest of the cohort | By September annually | HT, Year R Leader, Inclusion Leader                      | Procedures, equipment, resources, support in place to meet needs.   |
| <b>2</b> | To establish close liaison & communication with parents of pupils with SEND   | Develop relationship & channels of communication  | On-going              | Inclusion Leader, SNAs & Yr Group Leaders, SEND Governor | Positive feedback from parents. Purposeful SEND report reviewed regularly and remains 'real' to the school. |
| <b>3</b> | To continue to develop close liaison with external agencies   | Ensure collaboration between all key personnel  | On-going              | All staff  | Positive feedback from external agencies  |
| <b>4</b> | To review classroom & learning environments to promote participation & independence of all pupils   | Conduct learning walks of classroom & learning environments   | Termly                | Senior Leadership Team                                   | All pupils are catered for appropriately & standards are high   |
| <b>5</b> | To continue with staff training in the writing, implementation, review & sharing of IEPs, provision maps, pupil passports                                   | Monitor current quality of IEPs/provision maps/pupil passports & identify next steps                  | By July 2016          | Inclusion Leader<br>Training liaison governor            | IEPs/pupil passports are high quality & parents are well informed.  |
| <b>6</b> | Staff training in supporting pupils with SEND, focusing on the key areas of need within the school: therapies, ASD, SALT, Social Emotional & Mental Health, | Plan ahead & book training for Inset Days & twilight sessions   | Annually              | Inclusion Leader   | Staff feedback is positive about SEND CPD.  |

## AIM 2

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

|          | <b>Targets</b>  | <b>Strategies/Tasks</b>  | <b>Timescale</b>             | <b>Responsibilities</b>                    | <b>Success Criteria</b>  |
|----------|---|--|------------------------------|--|--|
| <b>1</b> | To ensure that the school has clear markings for pupils with visual impairments<br>-all areas have contrasting colour schemes<br>-handrails have closed end details   | Regularly monitor the condition of markings & act accordingly  | September annually & ongoing | Caretakers, Inclusion Leader & Headteacher | Visually Impaired pupils are safe & risks are minimised  |
| <b>2</b> | To provide for pupils and parents with hearing impairments<br>-hearing loop for the new information reception desk<br>-hearing loop for the main hall   | Ascertain requirements & liaise with Sensory Impairment Service. Move Soundfield system to classrooms as required.       | On-going                     | Inclusion Leader & Headteacher             | Hearing Impaired pupils achieve successfully.  |
| <b>3</b> | To upgrade the facilities in the disabled access toilet when possible if being refurbished.<br>-Remodel the room eg horizontal grab rail, reposition alarm cord, reposition paper towel dispenser/tissue dispenser/coat hooks | Liaise with Local Authority to identify up to date requirements. Governors to budget for refurbishment.                  | From September 2017          | Headteacher, Caretakers                    | Local Authority Disabled access toilet meets current requirements.   |
| <b>4</b> | To review the door furniture of classrooms in the main school building.   | Ascertain if door furniture can be changed & design rolling programme  | From September 2016          | Caretakers, local authority & Headteacher  | Pupils can enter & leave classrooms easily.  |
| <b>5</b> | To enhance play experiences for disabled children<br>-provide additional items of equipment<br>-provide equipment that produces sound   | Purchase equipment designed specifically for this purpose/Liaise with play equipment companies to get best value/quality | From September 2016          | Headteacher, Inclusion Leader              | All children with a disability have a sound provision of engaging activities during playtime and lunch time. |

**AIM 3 To improve the delivery of information to disabled pupils & parents**

|          | <b>Targets</b>  | <b>Strategies/Tasks</b>   | <b>Timescale</b>    | <b>Responsibilities</b>   | <b>Success Criteria</b>  |
|----------|---|---|---------------------|---|--|
| <b>1</b> | To ensure the school becomes aware of the needs/disabilities of pupils & parents as soon as possible, & caters for them   | Liaise closely with parents & Local Authority SEND team to be clear about pupils' needs. Develop positive relationships.  | On-going            | Inclusion Leader, Headteacher, Local Authority SEND team.   | Procedures, equipment, resources, support in place to meet needs.                  |
| <b>2</b> | To review documentation on our school website to check accessibility for parents with English as an Additional Language and visually impaired                             | Ensure a member of staff is responsible for managing the school website. Liaise with EAL parents to understand needs. Use EMAS as necessary. Include links & graphics where possible. | From September 2017 | Headteacher & SLT. EMAS IT support company (Rocket) who manage website/admin officer/Inclusion Leader | School meets statutory requirements. Parents find the website useful & accessible. |
| <b>3</b> | To maintain & maximise the efficient use of the school's texting service (Teachers to Parents)  | Seek feedback from parents about information they require. Ensure admin staff send texts well before events or as soon as possible.   | From September 2016 | Headteacher, admin & teaching staff.  | Texting service provides good value for money.                                     |
| <b>4</b> | To provide 'parent-friendly' leaflets which communicate school policies & procedures in an easily accessible manner<br>-provide larger print brochures and printed matter | Liaise with parent governors to gain their opinions & views of leaflets. Use their input for new ones. Send out leaflets regularly.   | On-going            | Headteacher, SLT & parent governors.  | Parents feel well informed.  |

#### **AIM 4**

**To improve the physical environment of the schools' entrance to ensure that all disabled visitors, including pupils and parents feel welcome**

|          | <b>Targets</b>   | <b>Strategies/Tasks</b>  | <b>Timescale</b>           | <b>Responsibilities</b>  | <b>Success Criteria</b>  |
|----------|--|--|----------------------------|--|--|
| <b>1</b> | <b>To improve disabled parking facilities for visitors and parents</b> | <b>Relocate the 2 spaces for disabled drivers and their passengers<br/>Provide above ground designated signage to indicate disabled parking spaces<br/>Include a bell to the current staff access door with a sign to indicate disabled access</b> | <b>From September 2016</b> | <b>Headteacher, Caretakers, Local Authority</b>  | <b>Parents and visitors have better access to the school building<br/>Parents and visitors with a disability feel welcome from the start</b> |
| <b>2</b> | <b>To improve the access to the nursery accessible toilet</b>          | <b>Provide hand rails to both sides of the internal ramp in reception area.</b>  | <b>From September 2017</b> | <b>Headteacher &amp; SLT.<br/>EMAS<br/>IT support company (Rocket) who manage website/admin officer/Inclusion Leader</b> | <b>Access to the accessible toilets meets current requirements</b>   |
| <b>3</b> | <b>To improve the layout and furniture in the reception area</b>       | <b>Provide at least one or 2 seats with arm rests</b>  | <b>From September 2016</b> | <b>Headteacher, admin &amp; teaching staff.</b>  | <b>Seats with armrests assists elderly people or those with mobility difficulties.</b>   |