



**MANLEY PARK**  
PRIMARY SCHOOL

GROWING TOGETHER

# Accessibility Plan

**Last reviewed on:** March 2024

**Next review due by:** Annually by SENDCO, SBM and HT

**Lead member of staff and position:** Robert Jones, Special Educational Needs Coordinator

**3 Year period covered by the plan:** March 2024 – March 2027

**Approved by Governing Body**

## **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.

Schools are required under the Equality Act 2010 to have an accessibility plan.

## **Aims**

We are committed to all learners being inspired to achieve academic success. We aim to provide an education and environment, which supports and enriches the lives of all our children, enabling them to be the best that they can be. We strive to nurture all individuals on their unique journeys by providing a welcoming, safe and stimulating learning environment. 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 school's six values permeate all that we do: **RESPECT, RESPONSIBILITY, PATIENCE, UNDERSTANDING, COMPASSION and POSITIVITY.**

A social model for disability runs through the heart of the school's accessibility plan because we believe that it is not people's conditions or impairments that disable them but rather it is the environment or society within which people find themselves, that does not accommodate difference and creates barriers. This accessibility plan aims to remove such barriers and in the process establish a holistically accessible school. At Manley Park, we are proud of our reputation for being a welcoming school, which embraces diversity. This plan seeks to ensure that everyone who comes to the school, will feel a part of that.

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

## **Monitoring arrangements**

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

The Accessibility Plan group (SENDSCO, HT, and SBM) will meet annually to update on progress and report to the school's governing body.

It will be approved by the school's governing body.

## **Links with other policies**

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

- Health and safety policy
- SEND policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- <https://www.gov.uk/government/publications/inclusive-communication/using-a-range-of-communication-channels-to-reach-disabled-people>

## **Further information**

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.

The school supports any available partnerships to develop and implement the plan.

This plan supports Manchester Local Authority's 'Our Manchester Disability Plan (2017)'.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, our complaints procedure sets out how you can raise these concerns.

## 1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Manley Park 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

<u>Target/Issue</u>	<u>Current Good Practice</u>	<u>Strategy/Action</u>	<u>Resource</u>	<u>Timeframe</u>	<u>Lead person/ Success Criteria</u>
All children are visible in the curriculum and resources	<ul style="list-style-type: none"> <li>- Curriculum resources sometimes include examples of people with disabilities.</li> <li>- Staff are promoted to share examples of disability within their teaching practice.</li> <li>- Displays around school show and celebrate disability.</li> </ul>	<ul style="list-style-type: none"> <li>- Audit disability representation within the curriculum, identify key areas for development.</li> <li>- Plan and action increased and distributed representation where required.</li> </ul>	<p>Time to audit and implement subsequent action by subject leads.</p> <p>Possible purchasing of classroom based resources/texts.</p>	July 25	<p>Curriculum lead SENDCO</p> <p>SEND children can recognise themselves within the curriculum.</p>
Effective communication and engagement of parents	<ul style="list-style-type: none"> <li>- Introductory meetings in the autumn term to teachers followed</li> <li>- Termly meeting with teacher and SEND team (extended time)</li> <li>- Annual review meetings with parents of children EHCPs</li> </ul>	<ul style="list-style-type: none"> <li>- Involve families in target setting and pupil profiles.</li> <li>- Introduce provision map to provide SEND families with up to date information about their child (provision and documentation)</li> <li>- Establish clear lines of communication for SEND families</li> <li>- Create review processes to improve SEND communication</li> </ul>	<p>Purchase provision map and staff training.</p> <p>Time for SENDCO to implement.</p>	Dec 24	<p>SENDCO</p> <p>Families feel listened to understand how their child is supported.</p>
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	<ul style="list-style-type: none"> <li>- Whole school adaptations documentation.</li> <li>- The school commissions the support of external professionals such as EP, SALT, SPLD, and OT to assess provision and provide guidance, which is then implemented into school practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Audit Staff strengths/gaps in knowledge.</li> <li>- Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc</li> <li>- TA training on effective adult support.</li> <li>- SENCO Assistants to provide 1:1 SENTA support</li> <li>- Staff meetings addressing inclusive</li> </ul>	<p>Time for SENDCO to implement.</p> <p>Cost of external support.</p>	Ongoing	<p>SENDCO</p> <p>SEN children achieve well.</p>

	<ul style="list-style-type: none"> <li>- Ongoing staff CPD (staff meetings, INSET days, Reflective Inquiry, learning walks) all currently contribute to the development of high quality teaching and learning in the classroom which enables access to the curriculum</li> </ul>	practice and SEND procedures.			
Appropriate use of specialised equipment to benefit individual pupils and staff	<ul style="list-style-type: none"> <li>- Connection and support from Manchester Sensory Support.</li> <li>- Outreach connections in place at the school with Rodney House, Lancasterian School and the Birches.</li> </ul>	<ul style="list-style-type: none"> <li>- Training for staff focusing on hearing impaired (need in school)</li> <li>- Seek advice on use of sound ears being positioned around the school.</li> <li>- Systems to be established to ensure the monitoring of specialist equipment being used correctly.</li> </ul>	<p>Cost of external support.</p> <p>Cost or sound ears if required.</p>	July 25	<p>SENDCO</p> <p>SEN children have equipment that supports them well in school.</p>
Appropriate use of intervention and their success and impact on progress	<ul style="list-style-type: none"> <li>- The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>- Pupil progress meetings occur termly with SEN focus, SENCO it attendance.</li> <li>- Interventions are suggested by SALT and SPLD</li> </ul>	<ul style="list-style-type: none"> <li>- Track intervention success on Provision Map</li> <li>- Enhance SEN specific intervention tracking inc 1:1 intervention.</li> <li>- Enhance SEN intervention to be specific and tailored.</li> <li>- Review and improve sensory interventions.</li> <li>- Audit school for being autism friendly and action accordingly</li> </ul>	<p>Subscription to autism association</p> <p>Sensory equipment and Space</p> <p>Wellcomm purchase</p>	Ongoing	<p>SENDCO</p> <p>SEN children achieve well.</p>

## 2. Improving access to the physical environment.

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

<u>Target/Issue</u>	<u>Current Good Practice</u>	<u>Strategy/Action</u>	<u>Resource</u>	<u>Timeframe</u>	<u>Lead person/ Success Criteria</u>
Evaluate day and residential trips	<ul style="list-style-type: none"> <li>- Risk assessments take place</li> <li>- SENDCO/SENDCO Assistants supports staff ahead of trips to plan effective support</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.</li> <li>- Pre visits required.</li> <li>- Review of planned school trips with SEND focus, improve where needed.</li> </ul>	-Risk Assessments - Time for pre visit if required	Jan 25	SBM  All SEND children are able to access trips
Maintain safe access round the interior and exterior of the school	<ul style="list-style-type: none"> <li>- Pathways are wide enough for wheelchair users</li> <li>- Office staff are able to see all visitors</li> <li>- Floor surfaces are suitable for passage of wheelchairs.</li> <li>- There is an accessible toilet</li> <li>- The main entrance opens wide enough for a wheelchair to pass through.</li> <li>- The location of the school is clearly identified from the street.</li> <li>- There is one external ramp outside the Y1</li> <li>- The location of the accessible toilet is suitably located but could be more identifiable.</li> <li>- Lighting is designed to meet a wide range of users' needs.</li> <li>- Level of lighting is sufficient for intended use.</li> <li>- There is one designated car parking space for people with reduced mobility.</li> <li>- Personal Emergency Evacuation Plans (PEEPS) are in place for children who will require extra support to leave the building in an emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>- Planting features, benches and other obstacles around the entrance to be colour contrasted</li> <li>- There is uneven paving (YEAR 1 AND 2) which poses a trip hazard, assess and improve.</li> <li>- External ramp with handrail to be built from the fire exit in the PPA suite and from the fire exit in the main hall (Infant)</li> <li>- Install a ramp and handrail at the doorway from Year 4 classrooms in to the main playground</li> <li>- Relay the paving slabs along the school entrance or lay with tarmac or similar to create a smoother surface. Obtain quotes. (Juniors)</li> <li>- Signage to direct visitors around school needs to be positioned in a place suitable for seated visitors.</li> </ul>	External providers for painting, ramp installation and improving floor surface.	July 27	SBM  School premises are accessible to all.

<p>Ensure access for all SEND children at after school clubs and extracurricular activities ensuring reasonable adjustments are made to enable participation</p>	<ul style="list-style-type: none"> <li>- Pupil profiles are in place for all SEN support pupils.</li> <li>- Teachers have strong knowledge of SEN pupils and hold informative discussions with extra-curricular providers.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk assessments will be undertaken where appropriate providers will comply with all legal requirements</li> <li>- Review of all after school and extracurricular clubs, focusing on accessibility and action accordingly.</li> <li>- Develop systems to ensure that SEN pupils are supported effectively by all external providers.</li> <li>- Train all internal staff re SEN pupils within their cohort.</li> </ul>	<p>Time for SENDCO to implement.</p>	<p>July 26</p>	<p>SENDCO SEN children's participation and enjoyment of extracurricular activities increases.</p>
<p>Ensure all children feel safe and involved at playtimes</p>	<ul style="list-style-type: none"> <li>- Zones implemented</li> <li>- Pupil voice is gathered</li> <li>- Various areas available</li> <li>- Adult supervision</li> <li>- Play leaders and mediators at junior site</li> </ul>	<ul style="list-style-type: none"> <li>- Review playtime provision with SEN focus</li> <li>- Conduct SEN specific pupil voice</li> <li>- Establish clear support available at these times around 4 SEN categories</li> </ul>	<p>Time for SENDCO to implement.</p>	<p>July 26</p>	<p>SENDCO SEN children enjoy play times and feel safe.</p>

### 3.Improve the access and delivery of written information

3.Improve the access and delivery of written information To improve the delivery of information for disabled pupils and parents

<u>Target/Issue</u>	<u>Current Good Practice</u>	<u>Strategy/Action</u>	<u>Resource</u>	<u>Timeframe</u>	<u>Lead person/ Success Criteria</u>
Improve school website and other platforms used to ensure accessibility for families	<ul style="list-style-type: none"> <li>- School website can be translated into variety of languages</li> <li>- School website is up to date with information and is easy to navigate</li> <li>- Verbal translation for some languages is available for families.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and enhance accessibility of platforms used by the school to communicate with families.</li> <li>- Essential information on the school website to be made available in large print and in audio format and inform families of this offer.</li> <li>- Search possible translation services and implement them if appropriate.</li> <li>- Review vocabulary used throughout the school website.</li> </ul>	<p>Time for staff to review and improve.</p> <p>Possible additional cost for new provider.</p>	July 26	<p>SBM</p> <p>Families report effective tailored communication.</p>
Ensure written materials are available in alternative formats	<ul style="list-style-type: none"> <li>- Translation available on current apps used by the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop well known systems that ensure families that do not read/speak English have access to written materials in their own language.</li> <li>- Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers.</li> <li>- Invite parents in who may need support completing forms.</li> <li>- Develop database of families that require alternative communication</li> </ul>	<p>Time for staff to review and improve.</p> <p>Possible cost of software support.</p>	July 26	<p>SBM</p> <p>Families report effective tailored communication.</p>