



Accessibility Policy and Plan	
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Last Review Details

Reviewed By:	Daisy Bailey Headteacher
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Approval By:	L&M Committee
Approved:	J Houldcroft 31/1/18

Review Period:	3 years
Next Review Due	January 2025

School Accessibility Policy and Plan

Vision Statement

At Manor Field Primary School, we think it is essential that **ALL** children are valued and that they thrive in a safe, secure and stimulating environment. At Manor Field Primary School, we all respect each other and take responsibility for the care, happiness and safety of ourselves and of others. We know that we are all different but all equally important. We like the fact that we are all different. We do our best to make sure everyone is feeling happy and take action when someone is not. We are all special, unique and deserve to give and receive the very best from our school.

Our key aims are:

- 1) Increasing the extent to which less able pupils can participate in the school curriculum.
- 2) Improving the environment of the school to increase the extent to which less abled pupils can take advantage of education and associated services associated services.
- 3) Improving the delivery to less abled pupils of information which is provided in writing for pupils who are not less abled.
- 4) Provide safe access throughout the school for all users
- 5) To ensure that the learning and teaching environment and the resources used, are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- 6) To provide training, where needed, to all staff regarding the needs of less abled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Purpose of the plan

Schools need to carry out accessibility planning for pupils who are less abled. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

According to the Act a “disabled (*less abled*) person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to- day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria has been set so progress and outcomes can be measured.

All children with a disability will have an individual health care plan in place, written with parents and health practitioners to ensure that ALL needs are considered.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and or disability.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work.
- A SENDCO.
- Advice, assessment and support from outside agencies/ specialists/ professionals.
- iPads and access technology.
- Range of literacy and maths interventions.
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment.
- Advice and support from the Welfare and Administration Officer.
- Medical Room and Paediatric First Aiders.
- Outdoor learning.
- Use of diagnostic assessments, e.g York Assessment of Reading Comprehension (Reading), Single Word Spelling test (Spelling), Sandwell (maths), Phonological Assessment Battery (PhAB).
- Transition arrangements, planning and support.

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions - Improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. There are very few parts of the school to which disabled pupils have limited or no access. Although we have teaching areas that are located on a 1st floor level, every effort will be made to provide alternative arrangements on the accessible ground floor.

Current Actions - Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

Appendix 1.a. – Objectives and Action Plan