



## **MANBY LODGE INFANT SCHOOL**

### **Accessibility Policy and Plan**

**Policy reviewed: Spring 2019**

**Date of next review: Spring 2022**

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment.

#### **Introduction**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It sets out how the governing body will improve equality of opportunity for disabled people. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed time.

#### **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995(DDA) requires the governing body to:

- promote equality of opportunity for those with disabilities: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

#### **Definition of Disability**

Disability is defined by the Equality Act 2010: “A person has a disability if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on his or her ability to do normal day to day activities.”

#### **Ethos, Vision and Values**

Manby Lodge Infant School is committed to ensuring equal treatment of all its pupils, staff and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures or practices, and will not tolerate harassment of disabled people. We will promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

#### **Key Objective**

The key objective of Manby Lodge Infant School Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils, and prospective pupils, with a disability. This **Accessibility Plan** and the accompanying action plan forms part of the Disability **Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to improve awareness of **Equality and Inclusion** and to increase access to education in the three areas required by the planning duties in the DDA.

- Improve access to the **physical environment** of the school by adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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 the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in gaining access to the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **Principles**

The school offers a broad and balanced curriculum to all pupils irrespective of attainment or impairment.

It is situated in one main building with a ramp access where necessary. We have disabled toilets and a disabled car parking space for visitors to the school.

The Inclusion Co-ordinator is pro-active in visiting settings before children come to Manby Lodge Infant School to facilitate the pre-planning of provision and alert relevant Surrey Services that further support may be required.

### **Strategies for Implementing the Accessibility Plan**

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailored to the requirements of individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Manby Lodge Infant School is committed to equal opportunities and inclusion. This plan should be viewed alongside the following school policy documents:

- Special Education Needs policy
- School development plan

### **Monitoring and Evaluation**

The implementation of this policy is monitored by the Headteacher and by governors to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if need arises. This policy will be promoted and implemented throughout the school.

## Appendix 1

# Manby Lodge Infant School Accessibility Plan

## Access to the Curriculum

Target	Action Required	Timeframe	Success Criteria
Continued training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of all pupils with specific needs and provide relevant training.	On-going	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process and that needs and expertise will change with time.
Training for all staff in the identification of and teaching children with ASD and other specific learning difficulties.	On-going training on ASD	on-going	Increased access to the curriculum. Needs of all learners met
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation	Review annually On-going	All pupils are able to participate in all out of school activities
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	Specialist seating. Sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, Sit and move cushions.	Specialist equipment provided when need identified. On-going	Increased access to the curriculum. Needs of all learners met
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided where required.	SENCo/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	February to March annually	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.

## Access to the Environment

Target	Action Required	Timeframe	Success Criteria
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Annual audit of school buildings and grounds. Governors Resources Committee to check accessibility and then produce an Action Plan based on the findings.	Annual audit	School building and grounds accessible to all.
Improve the quality of provision for children with specific special needs.	Provide a tranquil area where children who suffer from over stimulation can go when needed. Liaison with relevant services for advice regarding provision e.g. Occupational Therapy.	On-going quiet areas reviewed and monitored to ensure needs are met	The school experience enhanced for children with specific special needs.

## Access to Information

Target	Action Required	Timeframe	Success Criteria
Availability of written information in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	On-going	School able to deliver information to all pupils and parents with disabilities.
Make available school handouts and newsletters in alternative formats	Promote the availability of publications in different formats for those that require it.	On-going	School able to deliver information to all pupils and parents with disabilities