



Manby Lodge Infant School

Accessibility plan

Last reviewed on: Spring 2022

Next review due by: Spring 2025

Contents

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

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 children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

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.

Our school's vision is that **'All children succeed beyond expectation'**.

We are an inclusive school and we believe that all children, regardless of any disability or other additional needs, can and should **'Be the Best they can'**, and **'Learn more, Do More, & Be More'**.

Our school values of **Happiness, Kindness, Confidence** and **Independence** underpin everything we do at Manby Lodge Infant School and provide a solid foundation for what we want for all of our children.

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. For example we work closely with Surrey Local Authority and the agencies available to us through them. We also work closely with SAfE (School's Alliance for Excellence) and local schools to identify best practice and seek to develop the practice at our own school.

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

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: children, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#),

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

'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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Manby Lodge Infant School Accessibility Plan				
Access to the Curriculum				
Target	CURRENT GOOD PRACTICE	Action Required	Timeframe	Success Criteria
Increase access to the curriculum for pupils with a disability	Teachers and TAs are well trained in identifying children who may have additional needs. In the past two years staff have been trained on ASD, Speech & Language, EAL strategies and Quality First Teaching. Teachers are well trained to accommodate for the needs of children with SEN or disabilities.	Continued training for teachers and support staff on different aspects of SEN including differentiation when required.		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. 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
Improve and maintain access to the physical environment	Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils. We have: Specialist seating. Sloping boards and footrests for pupils with physical needs. Coloured overlays/ worksheets for pupils with visual impairment. Pencil grips for pupils with fine motor needs. Sensory aids, Move n sit cushions, small steps to reach the toilet and sink, and child toilet seat. Currently all children on roll are able to	On-going review of the needs of all pupils and if we need to make changes in order to address needs. Consider installation of a ramp entrance as we do not currently	Specialist equipment provided when need identified. On-going	Increased access to the curriculum. Needs of all learners met

	<p>access all areas of the school.</p> <p>Where there are any children with physical disabilities, adult support is provided where necessary for the child to go upstairs.</p> <p>We also aim to provide tranquil areas where children who suffer from over stimulation can go when needed.</p> <p>Liaison with relevant services for advice regarding provision e.g. Occupational Therapy.</p>	<p>have school entrance with a ramp if there was a need for this.</p> <p>Annual audit of school buildings and grounds. Governors Resources Committee to check accessibility and then produce an Action Plan based on the findings.</p>		
Improve the delivery of information to pupils with a disability	Access arrangements to meet individual needs when taking tests etc are applied for and support provided where required.	SENCo/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	Nov to June annually	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.
Availability of written information in alternative formats	<p>The school makes itself aware of the services available through the LEA for converting written information into alternative formats.</p> <p>We also use the services of translators through the Local Authority where necessary.</p>		On-going	School able to deliver information to all pupils and parents with disabilities.

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 the Children and Learning Committee.

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) Policy
- Special educational needs (SEN) Annual Information Report
- Supporting pupils with Medical conditions policy