

# MANSTON PRIMARY SCHOOL



## ACCESSIBILITY PLAN

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: James Clay, Laura Twohey and Kirsty Thorpe

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### 1. Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

## **2. Principles**

- Compliance with the Equality Act 2010 is consistent with our setting's aims and Equal Opportunities Policy and SEN Information Report.
- Our setting will:
  - Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - Recognise and value the young person's knowledge/parents' knowledge of their child's disability
  - Recognise the effect their disability has on his/her ability to carry out activities,
  - Respect the parents' and child's right to confidentiality
  - Publish an accessibility plan
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The plan will be made available online on the school website, and paper copies are available upon request.

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 pupils, parents, staff, volunteers and governors of the school.

## **3. Legislation and Guidance**

3.1 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](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3.2 Definition of Disability**

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.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Medical
- Social, Emotional and Mental Health

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

#### **4. 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
- total access to our setting's environment and information,
- A broad, balanced and accessible curriculum,
- Full participation in the school community,
- Fulfil our obligations under the Special Educational Needs and Disability Act 2001.

Our key objectives are to:

- Extend access to the curriculum for pupils with SEND;
- Monitor progress in improving inclusion;
- Implement a well-constructed accessibility plan that responds to individual pupil need and proactively plans for the future, considering value for money;
- Improve physical access to school;
- Ensure that written information from the school is accessible to all.

#### **5. Information from pupil data and school audit**

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'. Like most schools, we have pupils and staff of all backgrounds, needs and abilities.

## **6. Existing good practice**

We aim to ask about any disability or health condition in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability or health conditions through parent consultation meetings or arranging a meeting where the parent or carer can update on any changes. Measures put in place include

- Visual prompts and resources
- Disability awareness promoted through the curriculum and assemblies
- Continued staff CPD – specialised training where appropriate
- Individual risk assessments and Individual Health Care plans in place where necessary
- Intimate care plans in place for pupils who need assistance by an adult
- Thorough risk assessments in place for individual pupils where necessary
- Disabled pupils are able to access a range of activities and clubs beyond the school day
- Specific computer software used to support the learning of pupils e.g. Number Shark, Lexia...
- Regular Educational Psychologist service in place for early identification of need and advice
- Regular SaLT input and early intervention
- Liaison with professionals e.g physiotherapists, Occupational Therapists, Hearing Impairment Team.

## **7. Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

## **8. Access to the Physical Environment**

| Accessibility outcome | Action | Timeframe | Person/s responsible | Evidence of achievement |
|-----------------------|--------|-----------|----------------------|-------------------------|
|-----------------------|--------|-----------|----------------------|-------------------------|

|  |   |         |   |  |
|--|---|---------|---|--|
| School safer and more accessible for children, staff and parents | 3 Separate gates for pedestrian access before and after school and carpark  | Ongoing | JC<br>SP<br>JJ                          | Gates are installed, children are safe and parents have access to the appropriate gate.        |
| Access to all areas of school                                    | Ramps at strategic access points around the building. Corridors are wide enough and wheelchair accessible. The school is all ground-floor level and there are accessible shelves and resources for wheelchair users in every space. | Ongoing | JC<br>SP<br>JJ – check for maintenance. | Children, parents, staff have access to all parts of the building.                             |
| Disabled parking bays in carpark                                 | Disabled parking bay marked and kept clear  | Ongoing | SP<br>JJ check for maintenance.         | Users of the school have access to the carpark and easy access into the school from there.     |
| Lighting in carpark  | Light follows movement round carpark to give increased accessibility  | Ongoing | SP<br>JJ to check and maintain          | Users have carpark have adequate lighting to see their way                                     |
| Toilets  | Toilets have wide access doors and trip hazards removed.  | Ongoing | SP<br>JJ check and maintain             | Users of the school have access to the toilets   |
| Disabled toilet  | School has a fully accessible disabled toilet, which can be used by pupils and adults. The suite includes access to washing facilities.   | Ongoing | JC<br>SP<br>JJ check and maintain       | Users of the school have access to the toilets   |
| Signage put up round school.                                     | Signs put up round school to enable visitors to locate toilets etc.   | Ongoing | JC<br>SP<br>JJ                          | Adequate signage so visitors can find their way round (feedback from visitors to improve this) |
| Narrow path widened  | Path by year 3,4,5 widened to provide better access   | Ongoing | JC<br>SP<br>JJ                          | Path widened, parents, children able to move round easier                                      |

## 9. Access to Curriculum

| Accessibility outcome | Action | Timeframe | Person/s responsible | Evidence of achievement |
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| Staff are aware of need of all children and have adequate training to deliver effective help.   | To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them   | Ongoing | LT<br>KT<br>All staff            | Increased access to an appropriate curriculum for all pupils because all teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Pupil Progress meetings. Parent meetings. |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible                             | Regularly review out-of-school activities to ensure they are conducted in an inclusive environment. Provide extra staff/ resources as required.   | Ongoing | JC<br>LT<br>KT<br>And all staff  | Maximise access to all school activities such as trips out, residential visits, extended school's activities and sporting events for all pupils.   |
| To ensure classrooms are organised to promote the participation and independence of all pupils  | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.   | Ongoing | LT<br>JC                         | All classrooms are arranged to support full participation and to minimise disruption for all pupils.   |
| To deploy staff effectively to support pupils' participation  | Staff are aware of how to utilise LSAs to ensure all children can participate fully and the needs of staff are reviewed regularly to ensure staffing is matched to pupil need.  | Ongoing | LT<br>JC<br>KT                   | Children have access to a broad and balanced curriculum. Pupils' needs are appropriately met through effective deployment of skilled support staff.  |
| To ensure the curriculum is appropriate to meet the needs of the children   | The curriculum and long-term planning are reviewed each year to meet the needs of the current cohort of children. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. | Ongoing | LT<br>JC                         | All children have access to a broad and balanced curriculum.   |
| Additional opportunities are provided for pupils to develop skills and learning to support their individual development and emotional wellbeing | Pupils' needs are regularly assessed with appropriate interventions put into place to address individual needs.   | Ongoing | LT<br>KT<br>JC<br>Class teachers | Increased academic/ behavioural/ SEMH outcomes assessed on an individual basis through termly Graduated Response meetings.   |
| Increase access to the curriculum for pupils with a disability  | Our school offers a differentiated curriculum for all pupils. We use resources tailored to the  |         |                                  |  |

|  |   |  |  |  |
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|  | needs of pupils who require support to access the curriculum. |  |  |  |
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#### 10. Access for inclusion to school community

| Accessibility outcome | Action | Timeframe | person responsible | Evidence of achievement |
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| Parents attending events  | Review to ensure all events are accessible to all parents. Alternative timings given. Sometimes alternative locations given. Whole school events put on private YouTube channel as appropriate.                | Ongoing | JC<br>LT                                     | All parents attend or have access to viewing the event.  |
| All Governors aware of the issues around disability access.                 | Regular training for Governors in terms of raising awareness of disability issues.   | Ongoing | JC<br>LT<br>KT                               | All Governors understand what school needs to meet the requirements of the Equality Act.                                   |
| Applications for Governors from a representative selection of the community | Applications encouraged from all members of the school community. Governors are active in seeking out new members to represent all aspects of the community. Use of governor portals and LCC GSS.              | Ongoing | JC<br>CoG                                    | Governors represent a wide cross section of the community and work together to improve the school and awareness of issues. |
| Improved internal signage, which is understood by all                       | Signs put up round school to enable visitors to locate facilities/places. Where necessary, pictorial or symbolic representations are used for specific pupils who require this.                                | Ongoing | JC<br>SP<br>JJ<br>LT<br>KT<br>Class teachers | Adequate signage so visitors can find their way round (feedback from visitors to improve this)                             |
| Improve the delivery of information to pupils with a disability             | For pupils with a hearing impairment, and identified need for a hearing aid, school liaise with relevant agency/professional to purchase and ensure this is used to support the pupil/s access to school life. | Ongoing | JC<br>LT<br>KT<br>Class teachers             | Hearing aids and microphone aid used for specific pupils.  |

## **11. Access to written information, guidance and support**

| <b>Accessibility outcome</b>                           | <b>Action</b>  | <b>Timeframe</b> | <b>person responsible</b>                            | <b>Evidence of achievement</b>                    |
|--|--|------------------|--|---|
| Parents can read and understand written communications | All documentation available as a hard copy and through email and on website. | On-going         | JC<br>KC – website<br>SP -photocopying [when needed] | All parents will know what is happening in school |

|   |  |         |                             |  |
|---|--|---------|-----------------------------|--|
|   | School will use translation service when required.   |         |                             |  |
| Parents are given accurate information about their children | The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.<br>Teams meetings or phone calls if parents are unable to come into school. | Ongoing | JC<br>LT<br>All staff       | Parents know information about their child and how to support their child.         |
| Parents are given guidance in a variety of formats          | All documentation available as a hard copy and through email and on website.<br>School will use translation service when required.<br>School will use large formats if required.<br>School will ring parents if needed   | Ongoing | JC<br>LT<br>KT<br>All staff | Parents know who to contact for support  |
| That the school website meets accessibility requirements    | Make changes possible to ensure that information on the website is accessible to all<br>Publish an accessibility statement on the school website making explicit that school are happy to provide content in any format by request   | Ongoing | JC<br>KC<br>Governors       | Website statement in place<br>No stakeholders are unable to access key information |

## **12. Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the head teacher and TLPS Governor Committee.

## **13. 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 and disability (SEND) information report,
- SEND Policy, and
- Medical Conditions (Including Asthma) Policy.