



## **Manorway Independent School Accessibility Plan 2023**

Schools are required to have an **accessibility plan**. This is a statutory requirement (see DfE's guidance on statutory policies for schools).

**The Equality Act 2010** came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **"schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation"**.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

## Useful Documentation

The following documents are useful in this process

The Equality Act 2010, GOV.UK – DfE , see page 29 (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Statutory policies for schools, GOV.UK – DfE (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Disability equality, Equality and Human Rights Commission

<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality>

**Accessibility Plan**

Adopted: April 2023

Review date: September 2023

**Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Manorway Independent School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Manorway independent school relocated to a new school buildings in September 2020, the school is therefore reviewing its Accessibility plan.

The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Manorway Independent School welcomes all children irrespective of race, ethnicity, colour, creed or impairment.

Our Main Objectives - In accordance with the school Improvement Plan

- ⌘ To raise the quality of teaching and learning to outstanding
- ⌘ To further develop the skills of staff and share good practice in regular CPD sessions and to link into Performance Management Objectives for all staff
- ⌘ To further develop the use of data to support learning and monitor progress
- ⌘ To raise pupil' attainment and accelerate pupil progress – support the progress of all and put in place interventions to narrow the gap
- ⌘ To improve overall attendance and especially that of persistent absentees
- ⌘ To develop leadership at all levels

As a school we recognise our duty under the Equality Act (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
- Not to treat disabled pupils less favourably.

- To take reasonable steps and adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

Information from pupil data and school audit:

- The school caters for primary aged pupils with a wide variety of additional needs. Disabilities include physical difficulties, sensory impairments, ASD, medical needs, severe learning disabilities and profound and multiple disabilities. The vast majority of pupils are functioning at levels significantly below the standards expected nationally for children their age and require extensive adult support.
  - The school has good physical access and is on a single site. All of the building remains single storey . The ports cabins are accessible via stairs and a wide gate. school hall is large enough for all pupils and staff to use the hall together e.g. assemblies. The school is carpeted throughout the school. The main corridor would benefit from being widen , this is something that the school is exploring, as it will enhance wheel chair access around the school. is widened and allows for good wheelchair access around the school.
  - All doorways, entrances and exits are fully accessible and wide enough for wheelchair access. All pupils and visitors can enter/exit the building safely in a range of specialist equipment. There are ramps leading to and from external entrances/exits.
  - The school has no parking, however visitors may park on the adjacent road free of charge.
  - There is a waiting area in the entrance foyer with seating available. The entrance to the school is clearly marked with signage. The main school entrance is fully accessible from the school forecourt.
- Previously uneven ground has been re surfaced with tarmac.
- There is an accessible toilet for all to use.
- All corridors are carpeted to reduce noise levels for hearing impaired pupils and visitors. All classrooms also have carpeted areas to dampen sound.
  - All pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful planning and risk assessments.
  - The physical features of the school are a strength – all parts of the school are physically accessible to disabled users.
  - Access to information is planned: for example, symbol size and colour contrast is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
  - We have a clear policy on the administration of medicines, with medical and non-medical staff trained to administer any necessary medication on site.
  - We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
  - Other school practices, such as sporting or celebration events encourage mutual support, respect and partnerships between children.
  - In order to maximise access and pupil progress, the school includes input from all stakeholders, i.e. staff, visitors, parents / carers into all areas of school development.
- Views of those consulted during the development of the plan
- Parents and carers of children are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of all pupils.
  - We identify any change in pupil need and as a result, adapt our approach, delivery and content accordingly to better suit the identified needs.

There are plans to resurface the play area nearest the outdoor classroom. This is a very well used outdoor space and a new surface will be welcome. There are plans to increase access to activities and resources for pupils outside.

Outside storage is needed for large pieces of equipment e.g gardening and sports equipment.

All classes need blinds: window vinyl at the windows to reduce glare.

The iPads need replacing or upgrading for more pupils to be able to use them. More IT tablets are needed for pupils to use with inclusive and accessible apps. It would be good if there were a set of laptops for pupils to use in lessons.

Not all computers/whiteboards in classrooms have speakers and/or microphones that allow pupils to communicate fully via e.g. Teams for events. IT around school needs upgrading.

Some of the interactive elements need fixing.

Increasing the extent to which pupils can participate in the school curriculum:

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges.
  - Responding to pupils diverse learning needs.
  - Overcoming potential barriers to learning and assessment for individual and groups of pupils.
  - Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.
  - Ensuring appropriate deployment of staff to maximise pupil access to the curriculum, developing independence and promote social interaction.
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- Ensuring high quality teaching for all to improve pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
  - Providing professional development for staff on inclusive classroom practice and on issues which are disability specific.
  - The differentiation of teaching styles and resources in order to offer an individualised learning experience for all pupils that is targeted to maximise progress.
  - Seeks advice from colleagues from various additional specialist services, including Physiotherapy, Speech and Language Therapy, the Sensory Support Service, Visual Impairment and Hearing Impairment Teams, a Behaviour Consultant, Occupational Therapy. This includes input into a range of resources in order to ensure that barriers to learning are removed or reduced as much as possible.
  - Spiritual, Moral, Social and Cultural development is used as a common thread through all areas of the curriculum and wider school life in order to promote the well-being of all parties. Staff and children promote and practice British Values across the curriculum and in all we do every day as part of our school ethos and aims.
  - Positive role models are supported within the school setting.
- Considerations aimed to improve the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:
- ⊞ More outside activities and resources for all pupils.
  - ⊞ Increase outside storage.
  - ⊞ Provide more shade for pupils outside.
  - We will ensure that all staff are aware of and familiar with The Equalities Act 2010 during staff meetings and training sessions.

- We will provide feedback opportunities for all staff, stakeholders and visitors in order to continually improve our provision.
  - We will feed back consultation results to staff.
  - The Access Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body.
  - The governing body will monitor implementation of the plan through the Headteacher’s report and governor visits.
  - The plan will be evaluated yearly, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
  - The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
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- Accessibility planning will be integrated into the school’s overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
  - The Accessibility Plan will ensure that the school’s responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.
  - Implementation – see action plan attached.
  - Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of all pupils in school life.
  - The Governing Body will report to parents on the school’s accessibility plan via the school prospectus and the school newsletter.

Copies of the school’s accessibility plan are available from the school office and on the school website.

Signed:

Head teacher ..... Chair of Governors

..... Review Date:

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The school makes the following available as appropriate:

This plan will be reviewed in line with each new student enrolment. It will also be reviewed annually

