



The Manor

Preparatory School

ACCESSIBILITY PLAN

Date Policy Reviewed	September 2022
Date of Next Review	September 2023
Person(s) responsible for review	SLT / Head / SENCO

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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 pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

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.

What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatising any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

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.

The role of the Senior Leadership Team

The Senior Leadership Team (SLT) and SENCO act as the Accessibility/Disability Policy Review Committee, and may co-opt additional members from the Learning Support team, School Nurse and outside agencies, e.g. Occupational Therapists.

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.

Admissions

We ask parents of potential pupils to let us know if their child has received any learning support, has had an educational psychologist's report or has any disability or other condition of which the School should be aware so we can make reasonable adjustments. Our entry assessments are set up to establish the suitability of the school, not to exclude on the grounds of disability. Please also read the School Prospectus, School's Admissions Policy, Disability Policy, Health and Safety Policy, Equal Opportunities Policy, the SEND/Learning Support Policy.

Where the School agrees to provide additional services such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service. Details of costs can be provided in writing on request. It is acknowledged that in line with the Equality Act 2010, the School may need to take responsibility for such additional services, known as auxiliary aids and services, to a reasonable and affordable level.

Physical Layout and Facilities

Two of the two-storey buildings, the SDT block and Upper School building, have no lift access; however, if necessary, a limited stair lift could be provided in the former and downstairs classrooms could be used in the latter. The classroom block located in the centre of the school premises has a lift allowing for full access to upstairs classrooms. There are adequate toilet facilities around the site. Pathways are accessible, parking arrangements include disabled bays onto paved surfaces. There is clear information for visitors. Areas are well-lit and carpets are laid to improve classroom acoustics. Equipment is selected, adjusted and located appropriately (e.g. for pupils with visual impairment).

Education

Access to the school curriculum is adjusted for the benefit of pupils. Pupils in need of additional support can have one-to-one tuition with a specialist teacher and/or in-class support. All staff will and do adjust their classrooms for less able/disabled pupils. Lessons are planned so all achieve and they are responsive to diversity. We involve individuals, pairs, groups and whole classes in different learning activities. All pupils are encouraged in Music, Drama and PE. We try to remember the extra mental effort expended by some pupils, e.g. pupils with hearing or sight difficulties, dyslexics with slow reading and writing, etc. We allow extra time, using technology where possible. School visits are accessible to all pupils, and we seek to remove barriers to learning and involvement – we have high expectations of all pupils. We follow the guidance of the Equality Act 2010 in the provision of auxiliary aids and services to disabled pupils.

Food

We take care with pupils' allergy and health needs in food technology and there is careful provision in catering too, where individual diets are catered for.

Although a totally nut free environment cannot be guaranteed, The Manor Preparatory School, through its catering provider, Holroyd Howe, does not use tree nuts or peanuts in their provisions. However, we are unable to guarantee that dishes/products served are totally nut free from nuts/nut derivatives, due to the use of precautionary allergy statements such as 'may contain' which are used by their suppliers.

The Manor has set out clear measures to reduce the risk to children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive. We request that parents do not send in any nuts or food obviously containing nuts. The Manor Preparatory School provides children with break time snacks, lunches and packed lunches for trips to minimise food which is brought into school.

Extra-curricular

Clubs are open to all pupils, paying due regard to pupils' needs. Club registers indicate which pupils have Learning Support and which pupils have medical needs or concerns.

Sport and PE

Extra support/staffing may be provided. Heads of Departments, together with the Director of Sport, will discuss individual pupils' needs where appropriate.

Welfare

An "affectionate trust" between home and school, good communications and CPD mean that we are aware of the difficulties which could arise for disabled pupils – bullying and teasing, scapegoating, mental welfare and increased vulnerability to safeguarding issues. Worry boxes, friendship stops and experienced duty-staff all help, in addition to our Learning for Life (PSHEE/PSED) curriculum. Please see Anti-Bullying Policy, where special attention is given to anti-bullying with reference to Special Needs.

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](#), '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. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

3. Action plan

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

aim	current good practice	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
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<p>1. Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>An individual plan is drawn up for each SEND pupil covering the support they need to access the curriculum as well as identifying any reasonable adjustments that might be required to the school's buildings and recreation spaces to accommodate each pupil's individual needs.</p> <p>School has a full set of up-to-date appropriate assessments which have been collated and the LS department is able to complete a wide-ranging learning profile for specific identified pupils covering attainment and ability.</p>	<p>To use current SEND legislation and research led guidance to support SEND pupils and all staff through a range of different actions as outlined.</p> <p>Continue to train all staff to improve SEN awareness</p> <p>To continue to create a positive and supportive environment for all pupils without exception</p> <p>To raise staff awareness of guidance and to continue to develop provision based on teaching principles</p>	<p>Audit of SEND related training needs</p> <p>CPD, based on research led protocols eg. EEF guidance report</p> <p>Begin to plan a rolling programme of training for teaching staff and TAs/LSAs on research-based principles to enhance support for SEND pupils</p> <p>Pupil review meetings at planned intervals</p>	<p>SLT/SENCO</p>	<p>Sept 2023</p>	<p>Teaching principles embedded in all lessons - learning walks</p> <p>Fewer pupils accessing 1-1 support as they move through school</p> <p>Assessment data and pupil outcomes</p> <p>Parental feedback, including comments regarding self esteem and wellbeing</p> <p>Referrals processed within reasonable timeframe</p> <p>Improvements in efficiency of communications</p>
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	<p>Speech and Language Therapist attends school to give therapy lessons for identified pupils.</p> <p>A private Occupational Therapist attends school to assess pupils and suggests a programme which is then delivered by staff. This OT may also come into school to deliver the OT programme themselves and produce a report for parents e.g. pupils with Dyspraxia.</p> <p>An EAL teacher is employed by the school to teach and aid pupils who have been identified as needing language support to access the curriculum.</p>	<p>Refine and develop the process/flowchart of identification, assessment, planning, delivering support and reviewing progress and impact that will be structured around the whole school assessment cycle and LS assessment cycle.</p> <p>To develop provision maps to reflect deployment of resources and overlaps in pupils needs</p> <p>Over the next year, to audit provision for the 4 areas of SEND, in particular physical and sensory needs</p>	<p>Agree a clearer staffing structure within LS team, allocate roles and responsibilities so staff and parents know who to go to for issues</p> <p>All pupils to have 4 LS assessment points in an academic year</p> <p>Parent voice will be included in ISPs</p> <p>ISPs will be strategy based to guide teachers with supporting and engaging pupils and will list interventions when needed</p>			<p>All pupils who are under target will be reviewed and targeted support put in place</p> <p>Improved outcomes for pupils between each assessment point</p>
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	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Differentiation for specific SEN pupils in their PE lessons</p>	<p>Impact of interventions to be assessed and use of and use of interventions reviewed termly</p> <p>Precision teaching will be developed through training for relevant teaching staff</p> <p>LS will develop a bank of resources for explicit vocabulary work</p> <p><i>Reading Framework</i> - continue to build up a bank of decodable readers - high interest; low reading ability</p>			
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	<p>Learning Support has a good supply of writing sloped desks. These are used in the Learning Support classrooms and given to identified pupils to use throughout the school.</p> <p>Learning Support Department organises the provision of any special equipment required in the classroom and PE. Specially designed 'move and sit' cushions for pupils as needed which are given to these pupils to be used in the classroom. LS supply 'fiddle tools' for pupils who have weak concentration.</p>		<p>A provision map will be completed for each year group</p> <p>Include overlapping needs in provision maps</p> <p>Specialist interventions being delivered are informed by external advice - any EPA suggestions implemented</p> <p>Targeted interventions are informed directly from assessment data - eg. Nessy reports; Build in time for T/LSA to plan next steps through weekly meetings</p>			
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	Sloped desks have been given to specific pupils to aid writing. Learning Support keeps a supply of alternative pens and pencil grips and these are distributed to specific pupils when the need is identified.					

<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> · Ramps · Elevators · Corridor width · Disabled parking bays · Disabled toilets and changing facilities · Library shelves at wheelchair-accessible height <p>Please see Appendix 1 for additional information</p>	<p>To continue to be aware of wheelchair access around school as school premises increase</p> <p>To consider the possibility of improving the number of disabled toilets on the school site.</p> <p>Ensure adequate lighting in parents' car park</p> <p>To continually review external stairs for painting and anti-slip</p> <p>To review the provision of external stairs/handrails</p> <p>To ensure there is signage for the Disabled Toilets</p>		<p>Director of Finance and Operations /SLT</p>	<p>Ongoing</p>	
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		<p>To consider the provision of induction loops for hearing-impaired persons</p> <p>To improve the Sanitary provision and the accessible disabled WC</p> <p>Ensure, when necessary, access is possible to upper floors in SDT, Upper School, Nursery and Manor House.</p> <p>To check all buildings, have level thresholds at their escape routes.</p>				

<p>3. Improve the availability of accessible information to disabled pupils</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <ul style="list-style-type: none"> · Makaton · Pictorial or symbolic representations <p>Read & Write toolbar used across the curriculum</p> <p>Key staff are trained to Makaton level 2 to support an individual pupil with an EHCP</p> <p>Learning Support has a library of appropriate reading material to allow progression for dyslexic (or similar) pupils. These books</p>		<p>LS will develop a bank of resources for explicit vocabulary work</p> <p><i>Reading Framework</i> - continue to build up a bank of decodable readers - high interest; low reading ability</p> <p>Continue to train key staff in sign language - Makaton/BSL as appropriate</p> <p>Ongoing training and strategy bank for Read & Write toolbar for KS2</p> <p>Improve differentiated</p>		<p>Sept 2023</p>	<p>Principles and strategies embedded in all lessons - learning walks</p> <p>Fewer pupils accessing 1-1 support as they move through school through use of independent strategies to access information</p> <p>Assessment data and pupil outcomes</p> <p>Parental feedback, including comments regarding self esteem and wellbeing</p>
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aim	current good practice	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
	<p>have a high content interest level but are accessible as they have simplified text. Some books have cream pages to stop the black/white glare and coloured filters are used for identified pupils with reading difficulties.</p> <p>Reading skills are carefully monitored by the LS staff (as well as class/subject teachers) and extra support is put into place as necessary.</p> <p>LS use a visual stress assessment to indicate which colour overlay is suitable to aid reading. All photocopied sheets and test papers are copied onto the specific</p>		<p>presentation of written information e.g. simplified texts/larger print/use of different coloured ink on cream paper etc.</p> <p>Explore costs for more wide ranging use of cream paper</p> <p>Keep up to date with latest developments to aid pupils with their reading e.g. trackers, word identification aids, coloured overlays etc.</p>			

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	<p>coloured sheets throughout the school.</p> <p>Touch typing lessons are written into some learning support programmes and taught by the LS teachers. Touch Typing is also taught to pupils in Year 3 and is offered to all pupils from Years 3 to 6 as an extra-curricular Club once a week.</p> <p>School actively encourages all pupils from Year 3 to use a touch typing programme out of school and runs a termly competition for accuracy and speed.</p> <p>Learning Support provides, where necessary, specific aids</p>					

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	<p>to help SEN pupils to be as independent as possible in class e.g. laminated spelling sheets giving ready available high frequency words, personalised spelling books, alternative methods for recording work</p> <p>SEND pupils are supported individually by a TA or LSA within the classroom providing individual pupils with teaching material in a differentiated format – note form, spoken/explained, reading, picture, and diagrams.</p> <p>Where necessary information which is written on the</p>					

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	<p>Promethean/Smart board/whiteboard is given to the pupil in a differentiated personal format.</p> <p>For sight-impaired pupils they are given appropriately enlarged written information, diagrams and pictures.</p> <p>The computer/IPads/ Chromebooks are used to access information and also for recording purposes.</p>					

4 . Monitoring arrangements

Our school accessibility plan will be reviewed annually. Each year we review procedures and facilities. Policies are reviewed regularly and we pay due regard to the needs of current and future pupils and parents as far as we can. Where we can, we make suggestions to improve our provision for people with disabilities and to make The Manor more accessible to all.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk Assessment Policy

Health and Safety Policy

Equal Opportunities Policy

Assessment Policy

Teaching and Learning Policy

SEND/Learning Support Policy

EAL Policy

First Aid, Health, Illness and Medicine Policy

Anti-Bullying Policy

Admissions Policy

Catering and Food Hygiene Policy

Appendix 1

Improve and maintain access to the physical environment - current practice

Playgrounds

- Playground by SDT block/Music block – with up-to-date equipment and surfaces
- Surfaces in good condition
- Play areas are clearly defined
- Steps are appropriately painted with handrails as necessary
- Equipment is safe and pupil is individually supervised by LSA
- Any sharp edges are smoothed

Corridors

- Steps – appropriately painted with handrails as necessary
- Free from clutter
- No overhangs or protrusions which could cause injury to sight impaired pupils

Classrooms

- Easy access into entrances of classrooms and to exits
- Safety catches on doors to stop from slamming
- Correct lighting is in place
- Blinds at windows to stop glare
- Appropriate access to toilet facilities
- Ramps installed where necessary

Dining Room

- Seating arrangement to remain constant
- Close seating to food serving area
- Photographs of children with specific dietary requirements clearly displayed in kitchen area
- Appropriate cutlery/plates/glasses provided as necessary
- Appropriate LSA supervision as necessary

Science/Art/DT

- Correct lighting
- Safety on all equipment – appropriate LSA supervision/support
- Non-slip floor

PE

- New purpose built sports hall with all the necessary facilities
- Appropriate LSA supervision support as necessary
- Liaison with Occupational Therapist
- Floor markings clear and well contrasted
- Floor non-slip
- Shower available

Toilet facilities

- Well positioned and accessible
- Clutter free
- Towel/waste bins clearly marked and away from access