Manor Wood Primary

# Accessibility Policy

Owlcotes Multi-Academy Trust

# Accessibility Policy

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and provided some changes for schools to be aware of.

## Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

## Purpose of the Policy

The overriding principle of equality legislation is generally one of equal treatment. However, the provisions relating to disability discrimination are different in that a disabled person **may** be treated more favourably in order for a disabled person to benefit and access what is provided.

## Duty around accessibility for disabled pupils

The Equality Act 2010 states that Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

The school aims to treat all members of the school community favourably including children, staff, governors and other visitors, and wherever possible, take reasonable steps to avoid placing anyone at a disadvantage. The school aims to work closely with disabled pupils, their families and outside agencies in order to minimise any potential barriers to learning and ensure that all pupils learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people and will continue to increase access to education for all disabled pupils. We will look at ways to improve accessibility through data collection, seeking advice from experts and listening to our families.

## School Context

Manor Wood Primary School occupies a large area and consists of a number of linked buildings, on different levels, containing a nursery, Children's Centre (CC), early years setting and a two-form entry primary school. There are a number of staircases and no lift. However, although the internal stairs preclude easy access for children with disabilities and / or wheelchairs the ramps and paths outside the school building enable access to all areas in school. There is a care suite in the CC which is used by the school and various meeting rooms and within the main school building there are smaller work spaces available to support children with individual or special needs. Adjustments are made for children who require them including effective interventions, differentiated lessons, the purchase of specialist equipment, provision of specialist diets and clothing and annual training where appropriate, for staff to support our children.

## Current Good Practice

As part of our school admission procedure, we carry out home visits before children join the school. Through these early communications we can discuss any disability or health condition and plan for any adjustments which may be needed before the child starts school.

Staff receive regular training to support children with any medical or special educational need. As appropriate we share this good practice and knowledge more widely with the staff team through staff briefings.

Children with additional medical needs have a health care plan which is shared with relevant staff and is kept in a central location.

We seek expert advice for children with identified individual needs.
We consult with experts when new situations regarding pupils with disabilities are experienced.

**Accessibility Plan**

**TARGETS**

| Target | How | Outcome |
|---|---|---|
| To ensure pupil who rarely (but occasionally) uses a wheelchair continues to be included in all school activities. | Meetings with professionals and parents/carers to discuss the extent of pupil's disability and the support that MWPS will provide. | Pupil will be able to access learning in an inclusive environment and be able to move safely around school. |
| Support staff to be able to meet the needs of children with SEND. | Identify the needs, provide training and model the behaviour and actions needed support pupils. | Staff will be able to support children more effectively in the classroom. |
| Ensure all children are able to access all school activities, including clubs, trips and residential visits. | Continually assess of out-of- school provision to ensure compliance with legislation. Risk assessments carried out. | Children will be able to access out-of-school activities safely and with the appropriate support in line with current legislation |
| Ensure specialist equipment is available for those children who need it and ensure staff are trained to support the children using any equipment, including during Statutory Assessments. | Assess the needs of the children in each class and provide equipment as needed, e.g., special pencil grips, headphones writing slopes, enlarged print, etc.<br><br>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, etc. will be applied for as needed. | Children will develop independent learning skills. |
| Ensure that the physical environment is as accessible as possible by pupils, staff and visitors. | Therapeutic classrooms, lighting and paint schemes to help visually impaired children. Introduce ramps and wheelchair accessible routes into and around school when planning building projects. | |
| To ensure that the physical environment is accessible to staff, pupils and visitors. | Respond in a timely manner to any access issues identified, taking account of the changing needs of pupils, staff and visitors. Ensure phone contact details are prominent on external school signs and electronic communications to enable parents or visitors to contact school and notify if access arrangements may be necessary. | Adaptations to arrangements in the school will be made to ensure all users can access the building. Disabled visitors will know how to access school and who to contact in the event of a difficulty occurring. |
| Ensure information is accessible to members of the school community | Written information will be provided in alternative formats on request. | All stakeholders will have access to all information. |

**This Accessibility Policy was adopted by Manor Wood Primary School on 01/04/2021**

| Chair of Governors – Mrs K Adams | | |
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| **Signature:** | Kim Adams | **Kim Adams** |
| **Frequency of review:** | 3 years | |
| **To be reviewed and approved by:** | MWPS Full Board | |
| **Date of next review:** | April 2027 | |

**REVIEW RECORD**

| Date of review | Reason for review | Date of next review |
|---|---|---|
| 25/04/2024 | Agreed review schedule. | April 2027 |

| Name: | | Signature: | |
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**on behalf of Manor Wood Primary School LGB**

| Date of review | Reason for review | Date of next review |
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| Name: | | | |
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