

Manor Sandringham / Longbridge School



Accessibility Plan and Objectives

To be reviewed: March 2024

Accessibility Plan and Objectives

The Equality Act 2010 requires all schools to have an accessibility plan to comply with the Act. It stipulates that, '**schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation**'.

The Equality Act 2010 places a duty on schools and local authorities to make "reasonable adjustments" to provide easy access to all parts of its premises for people with disabilities, wherever reasonably practicable, and to facilitate access to education provision for disabled pupils.

A disability is defined as a "... a physical or mental impairment that has a substantial and long term adverse effect on the ability to carry out normal day to day activities".

Manor Infants/Longbridge School has produced this accessibility plan in line with the school's Special Educational Needs and Disabilities (SEND) 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.

Our SEND policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provisions.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- a) Increasing the extent to which disabled pupils can participate in the curriculum
- b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Achieving the Objective

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

A) Education and related activities

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 styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school accesses any additional equipment required to enable pupils to access the school/curriculum by liaising with external agencies / the appropriate departments at the Local Authority.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

B) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

Sandringham Road Site

The Sandringham Road site comprises of a single level building. Access to the site can be gained through three pedestrian entrances at the front of the building. The main entrance and doors to enter the School are suitable for disabled and wheelchair access using the ramps. Classrooms are also accessible for disabled and wheelchair users.

There is one wheelchair accessible toilet located in the School Reception area. The driving access is opened on request. There is a designated disabled parking bay clearly marked on the school car park. Please call the school office before coming to school to ensure someone is available to open the vehicle gate for you.

Longbridge Road Site

The Longbridge site comprises of a two story building. Access to the site can be gained through multiple pedestrian entrances, all of which are suitable for disabled and wheelchair access. Classrooms are also accessible for disabled and wheelchair users. There is a lift available for access to the second floor.

There are wheelchair accessible toilets located on each floor. The driving access is opened on request and there are designated disabled parking bays clearly marked in the smaller school car park. Please press the office button on the intercom to gain access to our smaller car park (adjacent to the hall). Please note, there is no vehicular access to the smaller car park between 15:10 and 15:30 whilst the children are leaving school.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and approved by the Governors health and safety committee.

Links with other policies

- This accessibility plan is linked to the following policies and documents:
- Risk assessment policy 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
- Supporting pupils with medical conditions policy

Attached is an action plan showing how the school will address the priorities identified in the plan.

Action plan

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

Target	Organisational Tasks	When	Staff / Governor Responsible	Monitored By	Evaluated By	Resources
<p>To be aware of the access needs of children, staff, parents/carers, and visitors with disabilities and improve access to the physical environment.</p> <p>Improve access to written information to ensure that all parents and other members of the school community can access written information.</p>	<p>Parent / Staff survey Recruitment process Admission procedure Parents reminded through newsletters and Suggestion Box to let us know if they have problems with access to areas of school.</p>	Ongoing	SENCOs/ SLT	SENCOs / SLT SEN Governor	SLT/ SENCOs / SEN Governor	<p>Time to prepare, carry out and review: Parent / Staff survey Responses to newsletter / Suggestion Box</p>
	<p>Arrange liaison with bilingual staff where needed.</p>	Ongoing				<p>Time for liaison with SLT and Governors.</p>
	<p>Meetings to verbally explain written content of communication / PSA involvement.</p>	Ongoing				
<p>To create areas of the playground so that all children can access various parts of the playground and children with specific needs can play.</p>	<p>Develop the school's playground to create reading areas, construction area, and sitting areas.</p>	Ongoing	SENCOs/ SLT	SENCOs / SLT SEN Governor	SLT/ SENCOs / SEN Governor	<p>Time to liaise with SLT and staff.</p> <p>Outdoor resources / additional staff.</p>
<p>To develop a learning space for children with specific needs.</p>	<p>Provision in the Rainbow Room at MS.</p> <p>Provision in the ARP at ML.</p> <p>Setting up of workstations / communication tables</p> <p>Organise and monitor access to and use of Sensory Rooms</p>	Ongoing	SENCOs/ SLT	SENCOs / SLT SEN Governor	SLT/ SENCOs / SEN Governor	<p>Release time for liaising with staff to set up and monitor personalised provision.</p> <p>Budget for purchasing resources for specific learning needs.</p>

<p>To ensure all staff and children recognise disabilities and staff know how to recognise and support children with disabilities.</p>	<p>Staff training</p> <p>Develop awareness through planning for Disability Week / Assemblies.</p> <p>Meetings with staff to discuss needs to specific children.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCOs/ SLT</p>	<p>SENCOs / SLT SEN Governor</p>	<p>SLT/ SENCOs / SEN Governor</p>	<p>Time for liaison and training with class teachers and TAs, as necessary.</p>
<p>To ensure differentiation meets needs of all children.</p>	<p>Staff training</p> <p>Access to Quality First Teaching, including use of a range of resources (physical, visual) and strategies.</p> <p>Observations and sharing of good practice.</p> <p>Meetings with staff to discuss needs to specific children.</p> <p>Monitor and evaluate planning.</p> <p>Learning Walks / observations.</p>	<p>January 2023</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Termly</p>	<p>SENCOs/ SLT</p>	<p>SENCOs / SLT SEN Governor</p>	<p>SLT/ SENCOs / SEN Governor</p>	<p>Time for liaison and training for staff.</p> <p>Liaison with Borough Inclusion Team.</p>
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>CPD for staff to develop skills and knowledge to deliver the curriculum – Cornerstones, White Rose, Engagement Model.</p> <p>Work with SLT in supporting subject leads to develop their curriculum area ensuring it is the best it can be in terms of meeting the needs of each pupil.</p>	<p>Ongoing</p> <p>Termly</p>	<p>Subject leads</p>	<p>SLT</p>	<p>SLT</p>	<p>Time for liaison and training for staff.</p> <p>Liaison with Borough Inclusion Team</p>

<p>To ensure pupils with medical conditions are properly supported to ensure inclusion in school.</p>	<p>Review and update Health Care Plans.</p> <p>Liaise with parents, School Nurse and other medical professionals.</p> <p>Planning additional support / provision, including lunchtime supervision and administration of medication.</p>	<p>Ongoing</p>	<p>SENCOs/ SLT</p>	<p>SENCOs / SLT SEN Governor</p>	<p>SLT/ SENCOs / SEN Governor</p>	<p>Training for staff.</p> <p>Liaison with School nurse and Health professionals.</p>
<p>SENCOs at each site to liaise to share expertise and common approaches.</p>	<p>Arrange meetings between SENCOs at both sites.</p> <p>Both schools to share a consistent approach to SEN provision.</p>	<p>Ongoing</p>	<p>SENCOs/ SEN Governor</p>	<p>SENCOs SLT</p>	<p>SENCOs SLT SEN Governor</p>	<p>Time to attend liaison meetings.</p>