



Accessibility Plan

Manorfield Infant and Nursery School

Approved by:	Kim Bradshaw and Govs	Date: 4/10/23
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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 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.

Special Educational Needs and /or Disabilities (SEN/D) policy and provision at Manorfield Infant and Nursery School aims to provide a balanced and differentiated curriculum for all pupils. We are committed to ensuring equal access to all aspects of the curriculum regardless of race, gender, religion, social class, physical ability or special educational need.

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.

Our local authority's local offer is published here: [Home | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](http://kirkleeslocaloffer.org.uk)

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 and governors of the school.

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 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Effective communication and engagement with parents/carers	<ul style="list-style-type: none"> • Monthly coffee mornings • Parents attend MSP/EHCP reviews • Parents are part of sensory passport reviews • We have two parents evenings annually 		<ul style="list-style-type: none"> • Parents to be part of IEP reviews • Parent and child sessions 	<p>Invite parents to review meetings</p> <p>Calendar of parental events</p>	<p>SENDCo</p> <p>SENDCo/head/class teachers</p>	<p>Next IEP reviews</p> <p>Ongoing</p>	<p>Parents are aware of the process of identifying SEN needs in school and are part of the process</p> <p>More parents attend parental events</p>
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum 		<ul style="list-style-type: none"> • To ensure we use examples of children/adults with disabilities in our curriculum • To review/adapt the curriculum annually to make sure it meets the needs of the current children on role • To have annual Epipen/allergy training for all staff 	<p>Epipen training</p> <p>Online resources for CPD shared with staff</p>	SENDCo/Headteacher	<p>In place and ongoing</p> <p>Epipen training annually</p>	<p>Positive impact on pupil's progress</p> <p>Impact on staff's awareness of using resources with examples of disabilities</p> <p>All staff to attend Epipen training</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<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 		Maintain safe access around school inside and outside	Keep corridors/hall/classrooms clear	All	Ongoing	Children travel around school safely
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations 		To ensure consistency of pictorial and symbolic representations across school	Create consistency across all classrooms	All	Ongoing	Children recognise the same symbols no matter which room of school they are in

4. 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 LGB and the headteacher.

It will be approved by the LGB.

5. 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy