



Accessibility Policy

Manorfield Infant and Nursery School

Approved by: School Governing Board

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Reviewed by: Headteacher and Trust SEND Lead

Introduction

At Manorfield Infant and Nursery School our school is built upon strong relationships, teamwork and a shared commitment to ensuring that all learners achieve their very best. We are committed to creating a nurturing, inclusive and aspirational environment where every learner feels valued, supported and inspired to succeed. Together, our values of Believe, Achieve and Succeed, shape the way we learn, work and support all our learners. These help create a calm, consistent and ambitious environment where all learners can thrive. We believe that all learners should feel happy, safe and valued so that they gain a respectful, caring attitude towards one another and the environment.

The Equality Act 2010

The Equality Act 2010 brings together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies (including Free Schools) and which extends to all protected characteristics:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

This combined equality duty came into effect in April 2011.

Manorfield Infant and Nursery School welcomes the general responsibilities under the Equality Act to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Requirements for local authorities to put in place an accessibility strategy for disabled pupils are specified in schedule 10 of the Equality Act – Accessibility for disabled pupils.

Schedule 10 states:

An accessibility strategy is a strategy for, over a prescribed period:

- a) increasing the extent to which disabled pupils can participate in the schools'

curriculums;

- b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of information in (c) must be:

- a) within reasonable time
- b) in ways which are determined after taking account of the learner's disabilities and any preferences expressed by them or their parents/carers.

School Ethos, Vision & Values

Manorfield Infant and Nursery School, in active partnership with parents/carers, aims to provide a high quality education, which will offer opportunities for learners to develop holistically in line with our school values of: Believe, Achieve and Succeed. We are committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents/carers and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We are committed to ensuring equality of education and opportunity for disabled learners, colleagues and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which anyone feels free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled learners.

The achievement of learners with a disability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of any person with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

Manorfield Infant and Nursery School recognises the importance of involving disabled learners fully in the development of our provision and accessibility plan. We have involved disabled learners in the following ways:

Disabled Learners:

We have identified our disabled learners and asked them, where appropriate for their views.

Disabled colleagues:

We have asked all colleagues to identify any barriers that affect them and how we can plan to overcome them.

Disabled Parents/Carers:

We have given all parents/carers the opportunity to identify any barriers that affect them and how we can improve the way we meet their needs.

Disabled members of the local community:

We provide opportunities for other visitors to the school to identify any barriers and suggest reasonable adjustments.

These groups will be consulted, and their views considered as we continue to develop the action plan in the future.

How we have gathered information on the effect of our policies and practices on disabled people.

We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- the educational opportunities available to and the achievements of disabled learners.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

Learner Achievement:

The progress made by all learners at Manorfield Infant and Nursery School is closely monitored. We will ensure that the progress made specifically by SEN and Disabled learners is monitored separately alongside this. We use the Early Years Developmental Journal and PIVATs Assessments in school to track learners to

evidence small steps of progress across different areas of development. This fits directly into the Assess stage of the Assess, Plan, Do, Review (APDR) cycle outlined in the SEND Code of Practice. It encourages collaboration between early years and parents/carers to build an accurate picture of their child's abilities.

Admissions, Transitions, Exclusions:

We are aware of the need to monitor our learners with a disability at these stages. We will make reasonable enquiries at admission and transition stages to find out whether learners or existing learners have additional needs.

Social Relationships:

It is important to us at Manorfield Infant and Nursery School that all learners are included. We provide ample opportunities for all learners to interact with each other within classes, and across year groups. We recognise that it is essential that all learners can interact with their peers and that no learner is excluded for any reason.

Employing, Promoting and Training Disabled Staff:

The colleagues at Manorfield Infant and Nursery School are becoming more representative of our school community. The views of all colleagues are taken into account during frequent meetings with the Senior Leadership Team. The school will provide reasonable adjustments for colleagues with a disability and will allow them additional time for treatment of their condition where necessary.

How will we assess the impact of our policies?

All policies and practices on disability equality will be closely monitored and improved where necessary. The review of all existing school policies and the introduction of any new ones will take into account their impact, or likely impact, on a person(s) with a disability.

We will give people with a disability within school the opportunity to discuss any changes as necessary. The views of learners with a disability and also their parents and/or carers will be considered in all policy making.

We recognise that all our school's policies may have an impact on the participation and outcomes for learners with a disability, parents/carers, colleagues and members of the local community.

Our Aims and Objectives

Our aims are to:

- Increase access to the curriculum for learners with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written communication to learners and the school community

Our objectives are:

CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents/carers. For parents/carers of learners already at Manorfield Infant and Nursery School, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Learners with a disability participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for learners with social/interaction impairments, school trips for learners with medical needs; There are no parts of the school to which learners with a disability do not have access.

Curriculum

Some areas of the curriculum can present particular challenges, for example: PE for learners with a physical impairment. However, at Manorfield Infant and Nursery School we aim to find ways to enable all learners to have access.

Other issues affect the participation of learners with a disability, for example: peer relationships, policies on the administration of medicines, and the provision of personal care.

Information

Different forms of communication are made available to enable all learners with a disability to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for learners with a disability, parents/carers and staff. This includes communication and print.

ACCESS AUDIT

The school is a single storey building with wide corridors and flat entry access throughout. There are a few steps within the school building to access the hall and there is access via a lift.

On-site car parking for staff and visitors includes one dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch,

this being fully accessible to wheelchair users. There are disabled toilet facilities available, all these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

We will consult with experts when new situations regarding learners with a disability are experienced.

The Governors and Senior Leadership Team will work closely with external agencies, the local community and Local Authority.