

Accessibility Policy and Accessibility plan

2022 - 2025



Believe in Yourself

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, 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.



Section 1 - Accessibility Policy

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

1. Aims

The Manford Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to the pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

2. Entitlement

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

As part of our school priorities this year, we proudly begin the process of becoming a Rights Respecting School. This policy underpins three articles taken from the convention:

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

4. Links with other policies

This policy is part of our suite of safeguarding policies and should be read alongside the following:

- Equality Objectives
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- Safeguarding and Child Protection Policy
- School Prospectus

5. Monitoring Arrangements

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference of all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Policy will be published on the school's website. And paper copies are available from the front office

The accessibility Plan will be monitored through the Governing Body Finance and Personnel Sub-committee.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

6. Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

As part of the process of becoming a Rights Respecting School training will be provided so:

- Leadership and management will promote the values of the UNCRC in the life of the school
- Share knowledge of the UNCRC including an understanding that with rights comes responsibilities
- Ensure there is a rights-respecting climate and culture across the school community
- Allow for active pupil participation in decision making.

Section 2 Accessibility Plan: Aims and objectives

The Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other pupils. (If a school fails to do this they are in breach of their duties under the Equalities Act 2010.) This will include access to all teaching and learning activities and to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Improve access to support services available
- To promote and raise awareness of inclusion

The School Curriculum

Process for Identifying barriers

Monitoring of learning support, evaluation of performance data, evaluations of pupil outcomes and Support Plan reviews, parent/carer consultation, advice and audits

from external sources, lesson observations, discussion with staff.

Summary of Progress in Relation to Previous Planning

A number of specialist equipment used for pupils as appropriate and further resources and equipment identified – pens/pencils, software, prompts, resources and equipment specific to individual pupils' needs.

Named pupils working on programmes aimed at improving coordination, motor skills, speech, integration into group situations.

Named pupils engaged in a wide range of extra-curricular activities.

Ongoing staff training with respect to physical disability to ensure successful inclusion

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible/ date	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Child profiles in place with regular reviews for all SEND children</p> <p>Well trained staff who take on responsibility for children's progress- both teaching and support</p> <p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Appropriate targets are set for all children including those with additional needs.</p>	<p>Use progress meetings to identify the progress of vulnerable groups</p> <p>Teaching staff to recognise their responsibility in identifying pupils who may require intervention through additional/different provision</p> <p>Collaboration and sharing between schools and families</p> <p>Collaboration between all key personnel</p>	<p>Agendas for progress meetings to identify those making expected and above expected progress</p> <p>Baseline assessments to be carried out surrounding area of concern</p> <p>Review progress of pupils receiving interventions</p>	<p>SENDCo - Termly</p> <p>Class teachers, SENCO - Ongoing</p> <p>SLT - Termly</p> <p>All Staff - Ongoing</p>	<p>Data demonstrating that pupils with a disability are making at least expected progress</p> <p>Appropriate provision is made for children with additional needs.</p>

		<p>Raise attainment and diminish differences in attainment that may exist</p> <p>Increase staff confidence in differentiating the curriculum</p>	<p>Maintain close communication with parents</p> <p>Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues</p> <p>Monitor attainment of all pupils with SEND during pupil progress meetings and meetings and meetings with parents</p>	<p>All staff - Ongoing</p>	<p>Clear, collaborative working approach</p> <p>Clear, collaborative working approach</p> <p>Assessment shows clear steps and progress made</p>
		<p>To include pupils with a disability, medical condition or other access needs as fully as possible into the wider curriculum including school visits and extra- curricular provision.</p>	<p>Be aware of staff training needs on curriculum access. Plan relevant CPD; for example Dyslexia/ASD friendly classrooms/differentiation etc...</p> <p>Create personalized risk assessments and access plans for individual</p>	<p>HT/DHT/SENCO - Termly</p> <p>HT/DHT/SENCO - Ongoing</p>	<p>Raised staff confidence in strategies for differentiation</p> <p>Increased participation for all</p>

		To review all policies to ensure that they reflect inclusive practice and procedure	children. Liaise with external agencies, identifying and implementing training where necessary. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out. Review all policies to ensure that they comply with the Equality Act 2010	HT/DHT/SENCO/all teaching staff SLT & governors - Annually	Appropriate considerations and reasonable adjustments have been made All policies clearly reflect inclusive practice and procedure
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Physical

Process for Identifying barriers

Annual Governor monitoring, risk assessments for each class, review of classroom environment at transition, general risk assessments for activities, feedback questionnaires as part of school evaluation process, Support Plan reviews, wellbeing monitoring, feedback from visitors, views of disabled persons

Summary of Progress in Relation to Previous Planning

Over the last few years, school has become equipped for effective access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). An access changing toilet is available with changing table and disabled toilet. School has a hoist with staff being trained in its use and school is fully organised for wheelchair access. Access for wheelchairs into all classrooms from outside. The main school entrance and entrance onto main school yard both have sloping access. Car parking restructured to provide more space that will remain unblocked for persons who require disabled access. Drop off zone created to ensure that a space is always available. Persons identified to facilitate the exit of disabled pupils during fire evacuation. Yellow strips mark step edges throughout school.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible/ date	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 • Corridor width • Disabled parking bays in each car park 	<p>Ensure outside environment is accessible</p> <p>Consider and plan for the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises (such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings)</p> <p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>All adaptations and changes to be made following an accessibility audit</p> <p>Corridors to be tidy and free from obstructions</p> <p>Identify where we might improve door opening</p> <p>Establish disabled parking bays</p> <p>Create personalized risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including</p>	<p>SLT, Site manager, governors - ongoing</p> <p>Site manager - Ongoing</p> <p>Site manager – December 2019</p> <p>SLT, SBM, External agencies, site manager - Ongoing</p>	<p>All children to ensure access to a broad curriculum inside and outside</p> <p>Appropriate considerations are made whenever school improvements are carried out</p>

To provide an accessible disabled toilet	Emergency procedures in place for all children	<p>Audit of corridors and access points</p> <p>Ensure there is wheelchair access to all outdoor areas</p> <p>All staff aware of how to support children when evacuating buildings</p> <p>To adjust to meet the needs of people with disabilities in line with the Equality Act 2010</p>	<p>emergency evacuation procedures are clear and that staff are capable of carrying them out</p> <p>To consult with the local authority regarding funding for a disabled toilet</p>	SBM, LBR – Spring term 2020	<p>Inclusion for all pupils Safe evacuation in an emergency</p> <p>Appropriate considerations and reasonable adjustments have been made</p>
<p>Communication</p> <p>Process for Identifying barriers</p> <p>Feedback from pupils and parents/carers, questionnaires, parent/carers discussion, feedback from external agencies, Support Plan review</p> <p>Summary of Progress in Relation to Previous Planning</p> <p>Engagement of parents/carers is increasing and other external support services is good and increasing.</p> <p>Statement on website indicating that parents/carers can request paper copies of policies and other documents if they need them and can be altered on request for fonts, size, backgrounds etc or translation for non-English speaking families.</p>					
Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible/ date	Success criteria

<p>Improve the delivery of written information to pupils</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To enable improved access to written information for pupils, parents and visitors</p> <p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>Create and offer information in alternative formats</p> <p>Access arrangements are considered and put in place for statutory testing</p> <p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	<p>SLT, teachers and admin team</p> <p>DH/SENCO – November 2019</p> <p>SLT, teachers and admin team - Ongoing</p>	<p>Appropriate considerations and reasonable adjustments have been made</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education</p>
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Support Services
Process for Identifying barriers
Feedback from pupils and parents/carers, performance data, ability to meet needs of community as requested, ability to secure external support as required, outcomes of Support Plan review.

Summary of Progress in Relation to Previous Planning
Advice from support services acted upon in relation to setting up provision/strategies.
Referrals to outside agencies including CAMHS, Occupational Therapy, Speech and Language, SEATSS Team, including feedback to parents/carers.
Greater pupil and parent/carer awareness of the services offered by the school and Redbridge Local Authority
Links with external support agencies greatly improved to secure advice linked to mental health issues; a number of pupils have benefitted from this.
Regular advice and support from speech therapist, physiotherapist, sensory support and occupational therapist for named pupils need to be improved.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible/ date	Success criteria
<p>Redbridge Educational Psychology Service to provide advice and monitoring to help meet needs for individual pupils</p> <p>Redbridge SEATSS outreach Service to support the school in implementing appropriate support and intervention for identified pupils</p>	<p>SENCO to host termly planning meeting with Educational Psychologist and SEATSS Manager to share caseload and plan next steps</p> <p>Educational Psychologist and SEATSS outreach team to support staff and assess, monitor and support pupils with SEND</p> <p>Educational Psychologist / SEATSS outreach team to support school with appropriate SEND / SEMH needs training</p>	<p>To identify barriers to learning for individuals and groups of pupils</p> <p>To share strategies to help improve access to teaching and learning</p> <p>To maintain a child centred approach by liaising with pupils, external agencies and staff</p>	<p>Termly planning meeting with SENCO</p> <p>Assigned EP to provide advice and monitoring for 3 pupils each term.</p> <p>Assigned EP to provide training to include:</p> <ul style="list-style-type: none"> - Mental Health in Schools - Emotion Coaching - Restorative Justice - Specific disabilities including ASD, ADHD, Dyslexia <p>SEATSS team to work alongside the SENCO, class teacher, LSA and parents to implement identified support.</p>	<p>SENCO Educational Psychologist SEATSS outreach team All staff</p>	<p>Increased support/assessment for pupils in school, leading to more effective strategies in place, rapid progress. Increased bespoke and ongoing CPD for staff</p>

<p>The SEN Administrator to work in liaison with the CAF Team (Early Intervention Team) to identify needs of families and suitable provision – early support.</p>	<p>Referrals for Early Help for families where support is requested Input into provision provided based on needs of pupils and families in school Open, non-judgemental communication between school and home so families are able to approach the school for support</p>	<p>To provide early intervention support to families in order to avoid potential safeguarding referrals</p>	<p>Regular safeguarding meetings to identify families who would potentially benefit from support</p> <p>SEN Administrator to maintain close communication with identified families</p> <p>SEN administrator to make referrals to family services to access external support for identified families</p> <p>Review CAF /TAF plans regularly with external agencies, pupils and families</p>	<p>SENCO Safeguarding Team SEN Administrator</p>	<p>Referrals for Early Help to request family support Support packages in place, working with lead professionals Meetings attended leading to increased awareness to aid families</p>
<p>Awareness Process for Identifying barriers Feedback from pupils and parents/carers, performance data, ability to meet needs of community as requested, ability to secure external support as Required, outcomes of Support Plan review. Summary of Progress in Relation to Previous Planning Pupils’ general awareness of diversity issues greatly enhanced due to diversity being identified as a school developmental priority. Whole staff training led by an external source address issues pertaining to diversity and inclusion. Staff trained on manual handling to help meet the need of a named pupils.</p>					
<p>Aim</p>	<p>Current good practice <i>Include established practice and practice under development</i></p>	<p>Objectives <i>State short, medium and long-term objectives</i></p>	<p>Actions to be taken</p>	<p>Person responsible/ date</p>	<p>Success criteria</p>

<p>To raise awareness of diversity and inclusion within our school community</p>	<p>Themes addressed through Rights Respecting assemblies Topics addressed through teaching and learning Review of units of learning to ensure that the curriculum taught is diverse and that positive representation is embedded</p>	<p>To promote awareness of disabilities, especially 'invisible disabilities' amongst pupils</p>	<p>Address different aspects of known disabilities in the school community through assembly themes</p>	<p>All staff</p>	<p>Negative attitudes challenged through focus on stereotyping</p>
<p>Promote an awareness of support networks for families</p>	<p>Increased information sharing, including on website, of support networks Use of ParentMail to share community service information</p>	<p>Families have access to local and national services that will help to provide advice and support</p>	<ul style="list-style-type: none"> - Regular Coffee mornings for parents - Headteacher to give site access to local community groups (Police Cadets, Barking and Dagenham Adult College) - External agencies invited to the school to share information with parents and staff, for example, NHS School Nurse 	<ul style="list-style-type: none"> - Headteacher - SENCO - SEN Administrator 	<p>Increased awareness and access of support networks</p>

Staff are trained to provide medical support for serious health conditions (asthma and allergy treatment)	Arrange for School Nurse to train staff/lunchtime supervisors	Staff are able to provide medical assistance to pupils/staff with Asthma or allergies	Asthma training Epi-Pen training	All staff	Staff trained and confident
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Agreed by school governors on 26th January 2022.

