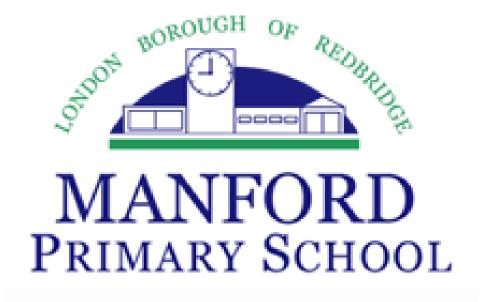
# Accessibility Policy and Accessibility plan 2022 - 2025



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

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

| 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. | HT/DHT/SENCO/all<br>teaching staff | Appropriate considerations and reasonable adjustments have been made |
|---|---|------------------------------------|--|
|   | Review all policies to<br>ensure that they comply<br>with the Equality Act 2010   | SLT & governors -<br>Annually      | All policies clearly reflect inclusive practice and procedure        |

### **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 Include established practice and practice under development                  | Objectives State short, medium and long-term objectives   | Actions to be taken   | Person responsible/<br>date                         | Success criteria   |
|---|--|---|---|---|--|
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:  Ramps               | Ensure outside environment is accessible  Consider and plan for the needs of pupils   | All adaptations and changes to be made following an accessibility audit   | SLT, Site manager,<br>governors - ongoing           | All children to ensure access to a broad curriculum inside and outside           |
|   | <ul> <li>Corridor width</li> <li>Disabled         parking bays in         each car park</li> </ul> | with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the      | Corridors to be tidy and free from obstructions  Identify where we might improve door opening   | Site manager - Ongoing                              | Appropriate considerations are made whenever school improvements are carried out |
|   |  | site and premises (such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings) | Establish disabled parking bays   | Site manager –<br>December 2019                     |  |
|   |  | Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs                   | 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 | SLT, SBM, External agencies, site manager - Ongoing |  |

|                                   | Emergency procedures in place for all children | Audit of corridors and access points  Ensure there is wheelchair access to all outdoor areas  All staff aware of how to support children when evacuating | emergency evacuation procedures are clear and that staff are capable of carrying them out  To consult with the local |                   | Inclusion for all pupils<br>Safe evacuation in an<br>emergency |
|-----------------------------------|--|--|--|-------------------|--|
|                                   |  | when evacuating  |  |                   |  |
| ,                                 |  | buildings  | authority regarding  | SBM, LBR – Spring | Appropriate  |
| To provide an accessible disabled |  |  | funding for a disabled toilet  | term 2020         | considerations and reasonable                                  |
| toilet                            |  | To adjust to meet the  | tollet   |                   | adjustments have   |
| tonet                             |  | needs of people with   |  |                   | been made  |
|                                   |  | disabilities in line with  |  |                   |  |
|                                   |  | the Equality Act 2010  |  |                   |  |

# Communication

# **Process for Identifying barriers**

Feedback from pupils and parents/carers, questionnaires, parent/carer discussion, feedback from external agencies, Support Plan review Summary of Progress in Relation to Previous Planning

Engagement of parents/carers is increasing and other external support services is good and increasing.

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.

| Aim | Current good practice | Objectives          | Actions to be taken | Person responsible/ | Success criteria |
|-----|-----------------------|---------------------|---------------------|---------------------|------------------|
|     | Include established   | State short, medium |                     | date                |                  |
|     | practice and practice | and long-term       |                     |                     |                  |
|     | under development     | objectives          |                     |                     |                  |

| Improve the delivery  | Our school uses a range | To enable improved      | Create and offer            | SLT, teachers and    | Appropriate            |
|-----------------------|-------------------------|-------------------------|-----------------------------|----------------------|------------------------|
| of written            | of communication        | access to written       | information in alternative  | admin team           | considerations and     |
| information to pupils | methods to ensure       | information for pupils, | formats                     |                      | reasonable             |
|                       | information is          | parents and visitors    |                             |                      | adjustments have       |
|                       | accessible. This        |                         |                             |                      | been made              |
|                       | includes:               |                         | Access arrangements are     | DH/SENCO –           |                        |
|                       | Internal                |                         | considered and put in       | November 2019        |                        |
|                       | signage                 |                         | place for statutory testing |                      |                        |
|                       | Large print             |                         | , ,                         |                      |                        |
|                       | resources               |                         |                             |                      |                        |
|                       | Pictorial or            |                         |                             |                      |                        |
|                       | symbolic                |                         |                             |                      |                        |
|                       | representations         |                         |                             |                      |                        |
|                       | representations         | Ensure that             | Adopt a proactive           |                      | Evidence that          |
|                       |                         | reasonable              | approach to identifying     |                      | appropriate            |
|                       |                         | adjustments are made    | the access requirements     | SLT, teachers and    | considerations and     |
|                       |                         | for parents with a      | of parents and make         | admin team - Ongoing | reasonable             |
|                       |                         | disability, medical     | reasonable adjustments      |                      | adjustments have       |
|                       |                         | condition or other      | where possible              |                      | been made, so that     |
|                       |                         | access needs so as      | ·                           |                      | parents can fully      |
|                       |                         | they can fully support  |                             |                      | support their children |
| I                     |                         | their child's education |                             |                      | in their education     |

# **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 Include established practice and practice under development   | Objectives State short, medium and long-term objectives   | Actions to be taken  | Person responsible/<br>date                                   | Success criteria  |
|--|---|---|--|---|---|
| Redbridge Educational Psychology Service to provide advice and monitoring to help meet needs for individual pupils  Redbridge SEATSS outreach Service to support the school in implementing appropriate support and intervention for identified pupils | planning meeting with Educational Psychologist and SEATSS Manager to share caseload and plan next steps  Educational Psychologist and SEATSS outreach team to support staff and assess, monitor and support pupils with SEND  Educational Psychologist / SEATSS outreach team to support school with appropriate SEND / SEMH needs training | To identify barriers to learning for individuals and groups of pupils  To share strategies to help improve access to teaching and learning  To maintain a child centred approach by liaising with pupils, external agencies and staff | Termly planning meeting with SENCO  Assigned EP to provide advice and monitoring for 3 pupils each term.  Assigned EP to provide training to include:  - Mental Health in Schools - Emotion Coaching - Restorative Justice - Specific disabilities including ASD, ADHD, Dyslexia  SEATSS team to work alongside the SENCO, class teacher, LSA and parents to implement identified support. | SENCO Educational Psychologist SEATSS outreach team All staff | Increased support/assessment for pupils in school, leading to more effective strategies in place, rapid progress. Increased bespoke and ongoing CPD for staff |

| The SEN               | Referrals for Early Help | To provide early        | Regular safeguarding        | SENCO             | Referrals for Early    |
|-----------------------|--------------------------|-------------------------|-----------------------------|-------------------|------------------------|
| Administrator to      | for families where       | intervention support    | meetings to identify        | Safeguarding Team | Help to                |
| work in liaison       | support is requested     | to families in order to | families who would          | SEN Administrator | request family support |
| with the CAF Team     | Input into provision     | avoid potential         | potentially benefit from    |                   | Support packages in    |
| (Early Intervention   | provided based on        | safeguarding referrals  | support                     |                   | place,                 |
| Team) to identify     | needs of pupils and      |                         |                             |                   | working with lead      |
| needs of families and | families in school       |                         | SEN Administrator to        |                   | professionals          |
| suitable provision –  | Open, non-judgemental    |                         | maintain close              |                   | Meetings attended      |
| early support.        | communication            |                         | communication with          |                   | leading to             |
|                       | between school and       |                         | identified families         |                   | increased awareness    |
|                       | home so families are     |                         |                             |                   | to aid                 |
|                       | able to approach the     |                         | SEN administrator to        |                   | families               |
|                       | school for support       |                         | make referrals to family    |                   |                        |
|                       |                          |                         | services to access external |                   |                        |
|                       |                          |                         | support for identified      |                   |                        |
|                       |                          |                         | families                    |                   |                        |
|                       |                          |                         |                             |                   |                        |
|                       |                          |                         | Review CAF /TAF plans       |                   |                        |
|                       |                          |                         | regularly with external     |                   |                        |
|                       |                          |                         | agencies, pupils and        |                   |                        |
|                       |                          |                         | families                    |                   |                        |

# **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.

| Aim | Current good practice | Objectives          | Actions to be taken | Person responsible/ | Success criteria |
|-----|-----------------------|---------------------|---------------------|---------------------|------------------|
|     | Include established   | State short, medium |                     | date                |                  |
|     | practice and practice | and long-term       |                     |                     |                  |
|     | under development     | objectives          |                     |                     |                  |

| To raise awareness of diversity and inclusion within our school community | 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 | To promote awareness of disabilities, especially 'invisible disabilities' amongst pupils         | Address different aspects of known disabilities in the school community through assembly themes  | All staff                                 | Negative attitudes challenged through focus on stereotyping |
|---|---|--|--|---|---|
| Promote an awareness of support networks for families                     | Increased information sharing, including on website, of support networks Use of ParentMail to share community service information   | Families have access to local and national services that will help to provide advice and support | - 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 | - Headteacher - SENCO - SEN Administrator | Increased awareness and access of support networks          |

| Staff are trained to | Arrange for School | Staff are able to   | Asthma training  | All staff | Staff trained and |
|----------------------|--------------------|---------------------|------------------|-----------|-------------------|
| provide medical      | Nurse to train     | provide medical     | Epi-Pen training |           | confident         |
| support for serious  | staff/lunchtime    | assistance to       |                  |           |                   |
| health conditions    | supervisors        | pupils/staff with   |                  |           |                   |
| (asthma and allergy  |                    | Asthma or allergies |                  |           |                   |
| treatment)           |                    |                     |                  |           |                   |

Agreed by school governors on 26th January 2022.