



Accessibility Policy

Manor
Drive



Presented to:

Date approved: ¹	Spring Term 2025
Date reviewed: ²	Spring Term 2025
Date of next review: ³	Spring Term 2028

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus 3 years



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1.0 AIMS

1.1 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

1.2 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.

1.3 At Manor Drive Primary Academy we are committed to ensuring equal treatment of all our pupils, parents/carers, employees and all others involved in the school community, who may have any form of disability. We will endeavour to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery.

1.4 Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes pupils who are carers of any disabled family member.

1.5 This plan will be made available online on the Academy website, and paper copies are available upon request.

1.6 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.7 The school supports any available partnerships to develop and implement the plan. Information on the Peterborough City Council Local Offer can be found at: www.peterborough.gov.uk/localoffer

1.8 The needs of a range of stakeholders have been considered in the development of this accessibility plan, including pupils, parents/carers, staff and Governors.

2.0 LEGISLATION AND GUIDANCE

2.1 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](#).

2.2 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.

2.3 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.

2.4 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 auxiliary aids.



3.0 ACTION PLAN

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

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 to complete actions by	Success criteria
1. 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 eg visuals, practical resources, scaffolded materials, vocabulary banks, handouts, modelled examples Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with SEND Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils Reasonable adjustments (normal way of working) are discussed with all staff to ensure access arrangements to be identified and applied for, for statutory assessments Outreach to external services and agencies secure expert & specialist support e.g. Targeted Support (Early Help), Specialist 	<ul style="list-style-type: none"> To ensure that teachers have increased awareness of the needs of pupils and different learning styles To ensure that work is appropriately adapted and differentiated to enable access to the curriculum and support progress To ensure that PSHE curriculum/ assemblies/ enrichment activities, promote inclusivity, equality and tolerance 	<ul style="list-style-type: none"> Ensure SEND learning plans are updated regularly (termly) Ensure recommendations from external professionals are reflected in targets/provision where appropriate Ensure assistive technology (laptops, iPads) are available where appropriate Elements in place and reviewed termly / yearly as necessary 	SENCO & class teachers	<ul style="list-style-type: none"> Ongoing and reflective in practice End of term assessments, parents evenings, 3 monitoring points 	<p>All items to be audited and quality assured by designated SLT/SENCO/link governors through monitoring schedule</p> <p>Increased awareness of needs, differentiation of curriculum to accommodate the needs. Evidenced in seating plan, SEN provision mapping and SEN support and lesson monitoring and tracking</p>



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	<p>Teaching Services (Autism, ADHD, Sensory & Physical Support Team (hearing/vision/physical disabilities), Early Years Inclusion, Local Area SENI Support, YOUnited Mental Health support, Emotional Health & Wellbeing Service, NHS SALT, independent SALT, Independent Educational Psychologist)</p> <ul style="list-style-type: none">• Review of pupils' progress and additional needs through termly reviews• Use of assistive technology to support pupils gain access to curriculum to help achieve potential					



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2. Promote a sense of belonging	<ul style="list-style-type: none"> Classroom environment set up to ensure mutual respect for ability / disability / behaviour through disability or not Classrooms are appropriate safe places for learning to take place despite various disabilities Learning environments are calm, neutral, uncluttered and low-stimulus to minimise sensory, cognitive and emotional overload Emotion coaching and connectedness are at the core of the school's behaviour policy to promote self-regulation skills to reduce incidence of unacceptable behaviour, with reasonable adjustments in place for SEND learners Tolerance, inclusivity of others are promoted with assemblies/PSHE curriculum/ enrichment opportunities, promoting differences and togetherness 	<ul style="list-style-type: none"> To ensure that classrooms are to be appropriate safe places for learning to take place despite various disabilities. To ensure that the new behaviour policy is embedded and effective in supporting positive behaviour for disabled pupils 	<ul style="list-style-type: none"> Develop social interaction with peers and wider opportunities Provide additional provision during unstructured times of the day to promote social & play skills 	Whole school community. SLT/ SENCO / Class Teachers	Ongoing and reflective in practice.	Stronger bonds, greater social interaction of disabled and non-disabled pupils Evidence of progress for all pupils.



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3. Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes the individual elements in the rows below: 	<ul style="list-style-type: none"> To ensure all pupils have freedom of access to the school site and the education it offers and to provide a place of wellbeing that they can access easily To promote pupil independence 	<ul style="list-style-type: none"> Training for staff and pupils in using specialist equipment inc. wheelchairs, evacuation equipment and ICT. Provide wheelchair skills training where necessary Provide manual handling training for appropriate staff Ensuring lifts comply with LOLER regulations 	HT, SENCO & Site Team	As and when required As above As above Every 6 months	All items to be audited by site staff & Headteacher Issues are raised and addressed. Pupils feel their dignity is respected and independence promoted
	<ul style="list-style-type: none"> Accessible SEN room on ground floor 	In place	Free access to be maintained Site staff to arrange frequent maintenance and inspection	SENCO & site team	Complete	
	<ul style="list-style-type: none"> Ramps 	In place	In place	Site Manager	Complete	
	<ul style="list-style-type: none"> Heightened contrast on steps/ stairs 	In place	Acceptable	Site Manager	Complete	
	<ul style="list-style-type: none"> Lifts 	Long-term - ensure viability of lift	Acceptable / refurbish	Site Manager	Complete	



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	<ul style="list-style-type: none"> Corridor width 	In place	Acceptable	Site Manager	Complete	
	<ul style="list-style-type: none"> Disabled parking bays 	In place – ongoing communication with parents/carers regarding requirement to keep clear	Sufficient / consider future increase	Site Manager & Headteacher	Every term & when required	
	<ul style="list-style-type: none"> Disabled toilets 	In place	In place	Site Manager	Complete	
	<ul style="list-style-type: none"> Disabled changing facilities 	Short-term – purchase suitable changing table for those children requiring intimate care	SENCO to identify & purchase appropriate equipment	SENCO	March 2024	
	<ul style="list-style-type: none"> Adapt location of lesson delivery to minimize movement around the building and improve access for pupils with physical disabilities (where required) 	In place	In place	SENCO	Complete	
	<ul style="list-style-type: none"> Allowing pupils to leave lessons early to negotiate corridors before they become busy 	In place	in place	SENCO	Complete	
	<ul style="list-style-type: none"> Good contrast of colour between flooring and the walls 	In place	In place	Site Manager	Complete	
	<ul style="list-style-type: none"> Good colour contrast between the chairs and the flooring 	In place	In place	Site Manager	Complete	
	<ul style="list-style-type: none"> Corridors are wide and clutter free making them safe to travel through 	In place	In place	Site Manager	Complete	



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	<ul style="list-style-type: none"> Evacuation chairs have been installed in accessible areas of the building. Refuge points have been allocated in case of a fire for those students with disabilities. 	<p>Long-term – cascade training to all staff annually</p> <p>Short-term – key staff identified & trained in use of EVAC chair</p> <p>Long-term – PEEPs to be completed for disabled pupils, when required</p>	In place	Site Manager & SENCO	January 2025	
	<ul style="list-style-type: none"> Pupils of any disability can access visual timetable and transition information (with staff photos) 	In place	In place	SENCO	Complete	
	<ul style="list-style-type: none"> Enabling pupils to have a sense of familiarity, belonging and independence 	Long-term – enable staff to be able to describe the journey and the building layout to a disabled pupil	Long-term – consider implementing points of reference through decoration, placement of furniture, wall displays	SENCO & Headteacher	Summer 2025	



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4. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	To ensure all pupils have the same opportunity to access the curriculum and wider educational offer	<ul style="list-style-type: none"> • Pupil voice and pupil involvement is regular practice • School website • Regular communication with SEND parents- three formal contact points every year • SEND yearly report and termly provision mapping 	SENCO	Ongoing and reflective in practice	All items to be audited by designated SLT member Pupils will feel included and equal
	<ul style="list-style-type: none"> • Internal signage 	In place	In place	Site Manager	Ongoing	
	<ul style="list-style-type: none"> • Use of assistive technology e.g. iPads / Laptops 	In place but reviewed	In place	SENCO	As needs arise	
	<ul style="list-style-type: none"> • Teaching slides/PowerPoint used during lessons using pictorial or symbolic representations 	In place	In place	SLT	Complete	
	<ul style="list-style-type: none"> • Large print/coloured paper resources 	Short term	Available on request	SENCO	Available	
	<ul style="list-style-type: none"> • Braille 	Short term	Available on request	SENCO	Available	
	<ul style="list-style-type: none"> • Audiology equipment 	Short term	Available on request	SENCO & Teachers of the Deaf	Available	
	<ul style="list-style-type: none"> • Interactive Whiteboards 	In place	In place	Site Manager	Complete	



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	<ul style="list-style-type: none"> Pictorial or symbolic representations 	Short / medium term	In place	SENCO	Yearly/ongoing	
	<ul style="list-style-type: none"> Internal information sharing for in-class adjustments 	Short term	Termly review	SENCO	Available	
	<ul style="list-style-type: none"> Modifying and adapting of materials to meet needs of pupils 	In place	In place	SENCO	Available	
	<ul style="list-style-type: none"> Access arrangements for statutory assessments 	To ensure every pupil will achieve their maximum potential	For teachers to regularly flag to SENCO and evidence normal ways of working in lessons Applications for access arrangements to be made to DFE	SENCO	Ongoing and yearly	

Any items not in the above schedule will be reviewed as a matter of urgency as and when they arise and then prioritised accordingly.



4.0	LINKS WITH OTHER POLICIES This accessibility plan is linked to the following policies and documents: <ul style="list-style-type: none">• Health and Safety Policy• Equality and Diversity Policy• Equality Duty statement• Special educational needs (SEND) Policy• Special educational needs and disabilities (SEND) school information report• Supporting Pupils with Medical Conditions Policy• Child Protection policy
5.0	REVIEW The Local Governing Committee (or responsible committee) will review and approve this policy in line with the procedure for policy review. Date for review – This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.