



Manor Primary Academy Accessibility Plan



Document and Version Control

Document Title	Manor Primary Academy Accessibility Plan – 2025 - 2028
Effective Date	Summer 2025
Policy Owner	Headteacher
Policy Approver	Local Governing Committee

Version	Date	Amended by	Comments
V2	Summer 2025	SR	Added to Fierté format New targets and action plan written linking to Fierte action plan

Section	Changes Made



Manor Primary Academy
Accessibility Plan 2025 - 2028

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

Physical Context

Manor Primary School is on a gently sloping site with the hall, the oldest part of the school, several feet above the newer part. The hall has a ramp from the playground allowing easier access from outside and emergency exit but narrow steps from within the school. The classrooms are all on one level and of reasonable sizes. There is a mobile classroom for the oldest children separate from the rest of the school. This has a ramp for access and a recently installed toilet. There is a single step from the external classroom doors in three of the four classes. The main entrance, hall and mobile classroom have no steps. There is an accessible toilet off the staffroom.

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Increasing the extent to which disabled pupils can participate in the curriculum	Develop the use of ICT to support pupils with a Disability/Special Educational Need	<ul style="list-style-type: none"> ➤ Audit of software/resources ➤ Additional resources purchased ➤ Teachers/Learners utilising ICT to support curriculum access ➤ Increase awareness of wellbeing resources available to support mental health including zones of regulation. ➤ Leaders alongside SENDCos ensure planning supports pupils 	Inclusion Leader /SENDCo ICT Leader /HT	Ongoing	Lesson drop-ins Learning walk Planning Parent/Pupil voice Wellbeing leaflet IT Strategy Surveys



		with SEND whether through IT resources, accessibility to resources or through additional training or support for the child or parent.			
--	--	---	--	--	--

<p>Increasing the extent to which disabled pupils can participate in the curriculum</p>	<p>Monitoring adjustments to learning, including support and challenge for learners with SEND.</p>	<ul style="list-style-type: none"> ➤ Planning identifies appropriate challenge, adjustment, and support for SEND learners ➤ Resources are utilised to support learners ➤ SEND learners make progress ➤ Trust SEND Forum evaluates best practice ➤ Trust Inclusion Lead oversees strategic support of children with SEND and their provision 	<p>Senior Leaders External Support e.g.: Autism Outreach Team. Educational Psychologist, Occupational Therapy Community Paediatrics. Trust SEND Forum TIL(SMCG)</p>	<p>Regular monitoring that is ongoing</p>	<p>Planning scrutiny Book reviews Lesson observations Learning walks Fortnightly support from TIL</p>
<p>Increasing the extent to which disabled pupils can participate in the curriculum</p>	<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils, including accessing advice and support.</p>	<ul style="list-style-type: none"> ➤ All learners are supported to access out-of-school activities fully ➤ Risk assessments are implemented ➤ Pre-visits and pre-meetings with staff, families and individual children ensure that all are aware of access prior to planned activities. ➤ Trust residential opportunities include criteria with SEND pupils. 	<p>Trust Inclusion Leader Evolve Leader/EVC SENDCo Headteacher</p>	<p>Ongoing</p>	<p>Evolve Risk Assessments Links to Individual Learning Plans Residential RAs/communications and residential documentation</p>

	<p>Regularly consult with/obtain the views of those learners identified on our Disability Register</p>	<ul style="list-style-type: none"> ➤ Ensure learner voice is heard regularly ➤ Use outcomes to inform future planning 	<p>Trust Inclusion Leader SENCO</p>	<p>Termly</p>	<p>Inclusion Governor Link Meetings SLT and TIL Pupil conferencing</p>
	<p>Support teachers to refine adaptation in PE lessons and to ensure inclusive practise.</p>	<ul style="list-style-type: none"> ➤ Disabled learners participate in all PE lessons ➤ Advice from appropriate outside agencies is utilised ➤ Resources are adapted accordingly to enable pupils with SEND to participate in all aspects of the PE Curriculum 	<p>PE Leader SENDCo Trust Inclusion Leader External Providers</p>	<p>Ongoing</p>	<p>PE Planning External CPD or staff training</p>
	<p>Providing ongoing training and support for staff, pupils, and parents about Gender equality.</p>	<ul style="list-style-type: none"> ➤ Staff, parents, and pupils will have an increased awareness of Gender equality ➤ The needs of individual learners will be met ➤ Relevant staff to have attended training ➤ The curriculum will be accessible for all children ➤ Clear Equality statement and policies 	<p>SENDCo Headteacher and leaders</p>	<p>Ongoing</p>	<p>Staff training Learning environments Policy sharing CPD</p>

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Improving the physical environment of school.	The school environment is organised to promote the participation and independence of all pupils, including access to cloakrooms and corridors. Reviewing furniture in classrooms when needed.	<ul style="list-style-type: none"> ➤ Learning environments are tidy and clear ➤ Movement through the school is easy for all. ➤ All classrooms to have the same equipment to aid transition 	All staff SLT Site Manager Headteacher	Ongoing	Environment check Learning walks Annual checks on specific equipment or access as part of Health and Safety audits TAMs (Total Asset Management Systems)
	Disabled toilets to ensure accessibility for pupils with SEND	<ul style="list-style-type: none"> ➤ Accessibility for facilities are clearly signposted and accessible. ➤ Where additional resources or equipment are required, these are secured in readiness for children with SEND or disability and routinely monitored for safety. 	Site Manager Inclusion Leader Headteacher	Ongoing	Feedback from staff, SENDCo and children with disability or SEND. Site checks

Aspect/Action	Success Criteria	Lead Person/s	Timescale	Monitoring	
Improving the availability of accessible information to disabled pupils.	Increase the ease of readability of information provided to parents/others Provide information on all correspondence signposting website which will read the information out.	<ul style="list-style-type: none"> ➤ All parents/learners are able to access written material ➤ Information is available in different formats ➤ Website signposted on communications or newsletters 	All staff	Ongoing	Parent questionnaires
	Ensure written material is available in alternative formats when required	<ul style="list-style-type: none"> ➤ Establish the services that are available through the LA for converting written information into alternative formats ➤ Information is available in different formats via the school office 	SENDCo Office Staff HT, Premise Manager	Ongoing	Parent questionnaires Health and Safety Audits Outside agency advice

Monitoring arrangements:

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

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
- Supporting pupils with medical conditions policy