



Manor Beach Primary School

Accessibility Plan

The Purpose of this Plan

This plan shows how Manor Beach Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The 3 areas to be considered in this action plan are:

1. Improving Education & related activities

The school will continue to seek and follow the advice of external services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

2. Improving the Physical environment

Manor Beach is currently fully accessible to wheelchair users, all doorways and entrances are on a single level and wide enough to accommodate wheelchairs or other mobility aids. There is a designated disabled car parking space available and pavements have been lowered or ramps been included to ensure ease of access. The school has an accessible toilet which includes a ceiling track hoist, hydraulic changing bed and an alarm system. Despite all of this, the school is always looking for ways to improve and will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. Improving the Provision of information

The school will make itself aware of local services, including those provided through external services, for providing information in alternative formats when required or requested.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access – audit of strengths and areas requiring development. Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation.	Annually	Headteacher SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Improved attainment outcomes for all groups of pupils.
Use computer software to support learning.	Make sure software installed where needed.	As required	Headteacher Computing Subject Leader SENCO	Wider use of SEN resources in classrooms.
Educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is checked for appropriateness.	As required	Headteacher EVC Leader SENCO Classteachers	All pupils in school able to access all educational visits and take part in a range of activities.
Review information to parents/carers to ensure it is accessible. Provide information in other languages for pupils/parents or prospective pupils/parents.	Ensure letters and leaflets use clear and easy to understand language. Provide information and letters in clear print. School office will support and help parents to access information and	During induction On-going	School Office EYFS Leader SENCO	All parents receive information in a form that they can access.

	complete school forms. Access to translators, sign language interpreters to be considered and offered if possible.			
Ensure all staff are aware of guidance about accessible formats.	Guidance to staff about accessible information.	On-going	SENCO	Staff produce appropriate, supportive resources for pupils.
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP/EHCP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	As required	Headteacher SENCO	IEP/EHCPs in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher Site Services	Access for all.
Ensure access to reception area for all.	Improved access to the front of the school. Office opening to include window/surface at wheelchair	2019	Headteacher Site Services	Disabled parents/carers/visitors feel welcome

	height.			
Ensure all disabled pupils can be safely evacuated.	All staff are aware of their responsibilities in relation to disabled pupils.	As required	Headteacher	All disabled pupils and staff are safe in the event of a fire.
Ensure hearing and visual environment in classrooms is suitable to support hearing impaired and visually impaired children.	Seek support from SEN Services and NHS	As required	SENCO	All children have access to the appropriate environment.