



Accessibility Policy

Date Agreed	Approved by	Review Date
1/7/15	Full Governing Body	Summer 2017

Manor Fields Primary School welcomes a diversity of pupils. We aim to offer a truly inclusive learning experience and a broad and balanced curriculum for each and every one of our pupils, no matter their needs. We want all pupils to enjoy coming to school, to feel safe and included and to be able to access appropriate challenge so that they are able to achieve their full potential. At Manor Fields Primary School, we aim to provide an accessible environment as is reasonably possible, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability - A person has a disability 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 carry out normal day-to-day activities.

Contextual Information:

Manor Fields Primary School is a larger than average primary school which caters for approximately 460 pupils aged 3-11. It comprises of a single story building, purpose built. All teaching and administrative rooms are located off a broadly rectangular Main Hall. There are no steps internally, but some small flights are located at various entrances to access the playground. There is also step free access to the playground, and the reception/front office are also step free. There are two disabled toilets. All corridors are wide enough to accommodate wheelchairs.

Current profile of disabled learners:

Currently the school caters for a small number of pupils who have hearing or visual impairment needs. The school also has children with a broad range of learning difficulties.

Legal position

The Equality Act 2010: Schedule 10, Paragraph 3 identifies the expectation that all schools write and adhere to an accessibility plan. This plan must aim to increase the extent to which disabled pupils can participate in the school's curriculum, must work to improve the physical environment to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services which the schools provide, and to ensure that the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled is improved also.

Manor Fields Primary School aims to address these issues within a reasonable time frame, and takes into account the disabilities of the pupils attending the school as well as the preferences expressed by these pupils and their parents. This plan will be regularly reviewed, and it will be revised as and when appropriate. It also takes into consideration the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations(2012).

Our Responsibilities

As a school, it is our responsibility to ensure:

- Increased access for pupils with disabilities to the school curriculum through our teaching and learning as well as the wider curriculum including visits and after school clubs / activities.
- Improved access to the physical environment of the school through providing improvements to the building and aids to enable access to learning.
- Appropriate delivery of information to pupils with disabilities in formats that are easily accessed by them.
- A variety of approaches are used to ensure effective communication with parents.

Curriculum Delivery

To aid accessibility for all when delivering the curriculum we will ensure that:

- Teachers and LSAs have the necessary training to teach and support pupils with disabilities.
- Classrooms are optimally organised for pupils with disabilities.
- Lessons provide opportunities for all pupils to achieve.
- Lessons are responsive to pupil diversity.
- All pupils will be encouraged to take part in physical, dramatic and musical activities to develop skills within these areas.
- Staff will allow for the additional time required for some pupils with disabilities to use the equipment needed for practical tasks.
- Alternative ways will be provided to give access to activities to ensure that the experiences and understanding of pupils with disabilities are developed.
- School visits are made accessible to all.
- Staff seek to remove all barriers to learning.
- Enlarged text will be used for pupils with visual impairment

School Environment

To aid accessibility for all within the school environment we will ensure that:

- The layout of all areas e.g. classrooms, hall, dining hall and playground will allow access for all pupils.
- Pupils in wheelchairs are able to move around the school without experiencing barriers to their access e.g. doorways, steps or stairs.
- Pathways of travel around the school site are appropriate.
- Signs used around the school are appropriate to aid information.
- Areas to which all pupils have access are well lit.
- The furniture and equipment is selected, adjusted and located appropriately for pupils with disabilities.
- Children are well cared for, including those with asthma and allergies e.g. we are a nut free school.

Delivery of the Materials

To aid accessibility for all when providing materials for information / learning we will ensure that

- Information is presented to groups in a way that is user friendly and takes account of the pupils' disabilities.
- ICT is used to produce written information in different formats and the staff are trained and able to assist people with disabilities through the use of this medium.
- Various clubs and groups are available for all pupils to attend.
- Before and after school Funzone sessions are available for all pupils, with staff taking into consideration the additional needs of the pupils in attendance.
- 1:1 and small group support can be implemented to target specific needs e.g. following and occupational therapy programme. Where this is not appropriate, external agencies can be accommodated to work with pupils at the school during school hours, and would be expected to liaise with a pupil's class teacher, TA and SENDCo in order to share strategies to employ within the school to improve access for that pupil.
- Advisors from local agencies, e.g. the Hearing Impairment Team, are invited into school to appraise the physical learning environment and to offer suggestions for improvements which the school endeavours to implement.

Additional information regarding the school's approach to inclusive education can be found in our Special Educational Needs and Disability Policy and the School SEN Information Report, available on the website. You can also contact the SENCo for further clarification.