# Accessibility policy

September 2021

| Approved | September 2021 |
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| Review date | September 2022 |

Our Accessibility Policy has been written in line with legislation and requirements as specified in Schedule 10, of the Equality Act 2010. Our The Rise Partnership Trust is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Policy over a prescribed period.

1. Manor School's Accessibility Policy has been revised to reflect statutory requirements for the setting of Equality Objectives.

2. Our Accessibility Policy is structured to complement and support our Multi Academy Trust's Equality Policy, and is published on our school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. 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.

4. Manor School Accessibility Policy shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Policy will contain relevant and timely actions to:

   a. Ensure access to the curriculum for all our pupils, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life; 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
   b. Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school within a reasonable timeframe;
   c. Improve the delivery of written information to staff, parents and visitors with disabilities; examples might include handouts, timetables, newsletters, texts and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

   It also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum.

5. The Accessibility Policy relates to the key aspects of the physical environment, curriculum and to written information.

6. 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.

7. The Accessibility Policy should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Equality Policy
- Staff Development Policy
- Health & Safety Policy
- Behaviour Management Policy

- School Improvement Plan
- School Brochure and Vision Statement

8. The Accessibility Policy 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 Rise Partnership Trust Board. It may not be feasible to undertake all of the works during the life of this Accessibility Policy and therefore some items will roll forward into subsequent policies. An accessibility audit will be completed by the school prior to the end of each period covering this policy in order to inform the development of a new Accessibility Policy for the on-going period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The School Brochure will make reference to this Accessibility Policy.

11. The School's complaints will take account of the Accessibility Policy.

12. The Accessibility Policy will be published on the school website.

13. The Accessibility Policy will be monitored through RPT's Standards and Curriculum Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Policy.

15. The Accessibility Policy may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
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| Refresher training for staff in the effective teaching methods for children with ASD and other specific learning difficulties. VB training for all staff working within the VB classes (complex needs) | All staff attends training. | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the Classroom. | Refreshed every Autumn Term  Autumn – September 2021 | Children with ASD are successfully included in all aspects of school life. Teaching ensures continuity for pupils and is supported at all times by symbols, PECs and Makaton |
| All extra-curricular activities are planned to ensure they are accessible to all children. | Review all out-of- school provision to ensure compliance with legislation. | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative | On-going – written into Staff Handbook and part of our induction discussion for all staff | Increase in access to all school activities for all pupils including residential and educational visits |

| | | requirements | | |
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| Classrooms are optimally organised to promote the participation and independence of all pupils.<br><br><br>Playground Lead appointed to develop a play plan for break and lunch times to ensure all pupils access play/interaction sessions. | Staff implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables, use of symbols and Makaton across the school. | All lessons are differentiated to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning i.e. symbols, PECs, communicators and Makaton. | On-going – Learning Walks to observe (WWW/EBI)<br><br><br><br><br><br>Reviewed each term | Teaching is well prepared, differentiated and meets the needs of all pupils. All pupils have access to the school's curriculum, i.e. EYFS for reception aged children and modified National curriculum for pupils from yrs 1- 6. |
| Training for Awareness raising of Disability Issues. | Provide training for governors, staff, pupils and parents.<br><br>Discuss perception of issues with staff to determine the current status of school. | Whole school community aware of issues relating to Access. | On-going | Community ensures by school and social environment is inclusive |
| PIPs are developed and ensure every child has a personalised intervention and learning plan that enables them to achieve regardless of their SEN/disability | All children have an well written PIP | Targeted PIPs form a key part of the planning process for all pupils. | PIPs reviewed every half term and termly Pupil Progress meetings identify provision/inter ventions for every pupil (termly) | Targeted PIPs in place to support the needs of individual children. These are reviewed each term and ensure pupils make good progress |

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| Multi Agency Support Team is further developed under the leadership of the appointed Head of Therapy to ensure all pupils are making progress and to plan for pupils needing additional intervention and support | MAST team focuses on pupils needing additional support and interventions and monitors progress of these pupils | All pupils receive the input, interventions and support they require to enable them to make good progress | Termly Pupil Progress meeting and half termly MAST meetings (review/plan) | All pupils are carefully assessed and monitored and where necessary additional support and interventions are put into place to ensure every pupils makes good progress (link to Progression Data) |
| Director of Inclusion and SLT lead and develop our VB/specialis KS1 and KS2 classes | DoI and their assistant will support and train staff in VB approaches to learning that will ensure each pupil in the VB classes is taught in the most effective manner to ensure they can access learning thus making good progress towards their targets (parents will also be supported in to assist them in understanding how best to manage and promote positive behaviour, communication etc.) This training has been available to all staff from September 2016. | All pupils receive the input, interventions and support they require to enable them to make good progress.<br><br>Staff knowledge is increased and therefore teaching becomes more effective | VB classes opened in September 2015 and provide VB specific teaching for our pupils with the most complex needs<br><br>Thre curriculum/provision stands are offered to ensure effective differentiation for all pupils<br><br>Impact monitored closely – see case studies and data | Support and interventions are put into place to ensure every pupils makes good progress. This will include Behaviour Management Plans and personalised learning plans |
| Manor School is established as a Specialist Centre for Brent providing training and support for school across Brent in regards to Autism, Behaviour, OT, Makaton and PECS | Manor staff will lead high quality training to support Brent mainstream schools in supporting and providing effective teaching and learning programmes to | Brent mainstream schools able to support and provide effective teaching and learning programmes to enable pupils with SEN to access the curriculum etc. | Yearly re accreditation since 2014/15 | Mainstream school staff enable to provide pupils with the support needed for children with SEN/ASD to be successfully included in all aspects of school life. |

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| | enable pupils with SEN to access the curriculum etc. | | | |
| All staff to use School Communicate in Print to assist in reporting on/monitoring pupil's behaviour/support needs | All staff trained in using Behaviour Watch . All staff using BW to help track pupil's needs etc. to support the development of personalised plans to ensure all pupils are ready for learning, learning needs are met and pupils make excellent porgess. | Personalised intervention and behaviour plans ensure all pupils are ready for learning, learning needs are met and pupils make excellent progress. | Staff reminded of procedures September 2021 and monitored throughout the term by the behaviour team and H9S | All pupils make at least good progress from their starting points and every child's individual neds are met effectively to support independence and social/life skills to enable pupils to effectively access society and the world of work etc. |

**Manor School Accessibility Policy: Improving the Physical Access**

This policy is structured in conjunction with the school's Safeguarding File, Health & Safety Audits.

| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | TIMEFRAME | Cost (est.) £ |
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| Pupils with medical or additional needs will be able to access the school lift as necessary i.e. after a seizure. Wheelchairs will be located on each floor in case of an emergency. | Wheelchair located on each floor with a lift key attached<br><br>An easy carry stretcher purchased to make accessibility easy for supine pupils in recovery from a seizure | (completed) | |

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| A programme of continual refurbishment/updating of environment will ensure better use of class room space is made and furniture will be purchased that is suitable for the class age range and needs | Room interiors and lighting refurbished/updated making better use of physical space i.e. removing large walk in cupboards in each class. This will provide pupils and staff easier accessibility | Updates completed summer 2021 | £20,00 – internal decoration/lighting updates |
| **Stairs in main building will be re floored with flooring that has a clear VI strip to identify each step** | This will provide pupils and staff with a visual impairment easier accessibility | Updates completed summer 2017 | **£48.000** |

**Green = completed Amber = On Track Red= Close moniro**

# Improving the Delivery of Written Information

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
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| Availability of written material in alternative formats. | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes. | On-going | Delivery of information to parents/care rs improved. |
| Make available school brochure, newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | All school information available for all. School information published on school MLE and website and updated regularly. | On-going | Delivery of school information to parents and the local community improved. |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | Send out survey to parents regarding quality of communication. | School is more aware of the opinions of parents and acts on this. | Annually | Parental opinion is surveyed and action taken appropriately. |
| The school is continuing to develop electronic methods of reporting to parents and using this to remind parents of key dates (Text), provide parents with assessment updates via Evidence for Learning | Electronic reporting/assessment methods are being explored and developed via Evidence for Learning. | The school has explored electronic reporting methods and is knowledgeable about best practice. | Ongoing. Use of EfL | The school is able to move forward with electronic reporting to parents. |