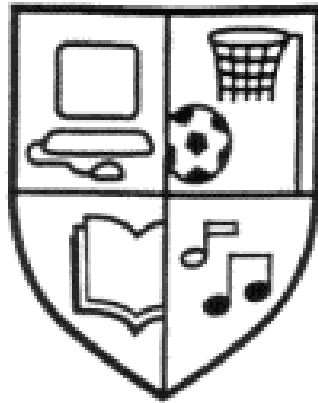


Manland Primary School

Accessibility Plan



Last Review by School	March 2025
Next Review by School	March 2028

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1. Aims

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

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.

Manland Primary School welcomes a diverse population of both pupils and staff. In order to consolidate and build upon this diversity, it is essential that equality of opportunity and the absence of unfair discrimination be at the core of all the school's activities.

With this in mind, our Equalities statement, available on our school website, is driven by our Manland Values of Aspiration, Inspiration and Responsibility.

The school recognises the link between equality and quality and will not unfairly discriminate in the recruitment or general treatment of pupils or staff on the basis of any factor which is not relevant to academic achievement.

Manland Primary School is committed to promoting and developing equality of opportunity in all its functions.

At Manland, our vision is to empower children to lead fulfilling lives. This vision runs through everything we do, including our Accessibility Plan.

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

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

The school supports any available partnerships to develop and implement the plan.

Accessibility information for our local authority (LA), Hertfordshire, can be found here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/hertfordshires-send-accessibility-strategy.pdf>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Target	Current good and developing practice	Actions to be taken	Lead person	Resource consideration	What would success look like?	Date to be achieved? Or ongoing aspect?	Commentary on progress, with dates
Securing Access to Learning							
AIM 1: Increase the extent to which pupils with disabilities can participate in the curriculum							
1a Identify pupils who need support with accessibility to learning	<p>In order to identify and assess pupils with a SEN as soon as possible, a variety of strategies are applied:</p> <ul style="list-style-type: none"> • The analysis of data including entry profiles, Foundation Stage Profile scores, termly whole-school progress data • Nursery visits to observe new joiners • Formative teacher assessments within the class • Following up pupil concerns • Following up parental/carers concerns • Meetings between class teachers and members of the SLT to scrutinise the progress of pupils • Regular meetings between the class teacher, parents/carers and the pupil • Consultations between the class teacher and the Inclusion Leader • Information and advice from external agencies, including 	Continue to review current good and developing practice, for any learning points / areas for development.	Class teachers and InCo	<p>Review of budget each year, at budget setting.</p> <p>Review of actual spend, against budget, during financial monitoring visits.</p> <p>Consider applications for HNF/LHNF when appropriate.</p>	Early identification of pupils who need support	Ongoing aspect of plan	Fully on track (March 2025)

	<p>advice about adaptations to the curriculum and assessment</p> <ul style="list-style-type: none"> • The use of specific diagnostic aids. • The use and monitoring of a register for pupils with a SEN • Annual review meetings for all children with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held along with these reviews • Effective communication and engagement with parents via termly Assess, Plan, Do, Review meetings with the class teacher for children on the SEND register <p>Where a class teacher suspects there may be a special educational need they will complete a cause for concern form and seek advice from the Inclusion Leader as a first step towards further supporting the child's needs.</p>						
1b Identify funding streams for actions in 1a	<p>Applications for funding highly successful. Budget adapted accordingly.</p> <p>InCo liaises with school leaders and SBM when unbudgeted resources are required.</p>	Continue to make funding applications, where possible.	InCo	Discuss with Resources Committee, where necessary	Areas/activities for pupils with disabilities are fully resourced	Ongoing aspect of plan	Currently this aim is on track (March 2025).
1c CPD in place to meet	Range of CPD identified and undertaken including in-house and via external providers e.g. LINKS Behavioural team,	Continue to review training needs of staff,	InCo	Training budget is set	Knowledgeable staff, able to support	Ongoing aspect of plan	Currently this aim is on track

children's needs	Communications and Autism Team, Child Adolescent and Mental Health Team (CAMHS), Specific Learning Difficulties Base (SPLD). Staff have adapted their practice in response to this and shared skills and knowledge amongst the team.	alongside needs of pupils.		each financial year. InCo to liaise with SBM each year regarding CPD requirements.	children with specific needs		(March 2025).
1d Out of classroom activities are accessible to all children	All groups of children are taken on trips. Risk assessments for all children are carried out for trips. Where necessary, individualised risk assessments for children with additional needs are conducted. Trips are evaluated by visit leaders and any learning points considered for future trips/cohorts. The outside environment is accessible to all children at Manland. For some children with SEND, greater access to the outdoors is a key part of their provision.	Continue to review out of classroom activities as cohorts and needs of children change.	Class teacher	Resources to be considered as part of trip/activity budget planning.	All children able to take part in out of classroom activities.	Ongoing aspect of plan	Currently this aim is on track (March 2025).
1e Classrooms are organised to reflect the needs of children	Staff continually review and adapt classroom practices making reasonable adjustments on a regular basis. For some children this has required adapted furniture, particular positioning in class, use of sound equipment and such like. Where appropriate, pupils have workstations to help support their needs. Use of visuals, such as visual timetable, now, next and then	Review adaptations, as needs of children change	Class teacher and InCo	Review of budget each year, at budget setting. InCo to liaise with SBM re any unbudgeted costs which are required mid-year.	Classrooms are organized and accessible to all pupils in the cohort.	Ongoing aspect of plan	Currently this aim is on track (March 2025).

	boards, countdown timers, visuals using Widgit, social stories.						
1f Staff are aware of children's needs	<p>Significant strength of the school. Staff willing to share knowledge and expertise. Termly staff meetings and SEND pupil conferences for all staff.</p> <p>Additional meetings and support in place to support transition to the next key stage.</p>	Continue to communicate the needs of pupils to staff, as and when they change.	Class teacher, InCo, Office	<p>Review of budget each year, at budget setting.</p> <p>InCo to liaise with SBM re any unbudgeted costs which are required mid-year.</p>	Staff are kept up to date with needs of children	Ongoing aspect of plan	Currently this aim is on track (March 2025).
1g Make specialist equipment available as appropriate	<p>OT, ISL Deaf Awareness Team, Early Years Communication & Autism Team and SALT recommendations followed and has included sensory toys, physical toys and furniture.</p> <p>Appropriate use of specialist equipment, for example, iPad, slopping boards, coloured overlays, pencil grips, weighted blanket, body sock and PECs.</p>	Continue to review specialist equipment and recommendations from specialists	Class teacher and InCo	<p>Review of budget each year, at budget setting.</p> <p>InCo to liaise with SBM re any unbudgeted costs which are required mid-year.</p>		Ongoing aspect of plan	Currently this aim is on track (March 2025).
1h SEND and Medical register and information on children to be updated	<p>Ensure SEND register reflects the current needs of children being supported.</p> <p>Ensure medical register and care plans are up to date.</p> <p>Meet regularly with parents of children whose plans and documentation needs updating.</p>	-	InCo	-	<p>Accurate, up to date SEND register.</p> <p>IHCP plans annually reviewed by parents/carers.</p>	Ongoing aspect of plan	Currently this aim is on track (March 2025).
1i Appropriate use of intervention, their success	Staff interventions to allow for positive outcomes for children with SEND	Ongoing monitoring of interventions for effectiveness.	Class teacher and InCo	Review of SEND budget and provision maps each	Effective interventions.	Ongoing aspect of plan	Currently this aim is on track

and impact on progress	Interventions support all areas of need, such as cognition and learning, social, emotional and mental health, communication and interactions and sensory and physical needs.	Adapt, as required.		year, at budget setting. InCo to liaise with SBM re any unbudgeted costs which are required mid-year.	Children make progress.		(March 2025).
Developing Physical Access AIM 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided							
2a As physical improvements are made to the school access needs of pupils to be considered	Access ramps put in place, where required. Stair lift in place for two staircases in Hall corridor.	Continue planned preventative maintenance for accessibility facilities.	SBM and InCo	Budget set and agreed at budget setting. Contractors selected using Herts Procurement methods.	Accessibility facilities in good working order and used by pupils, when required.	Ongoing aspect of plan	Currently this aim is on track (March 2025).
2b Needs of new cohorts and in year admission pupils to be reviewed and responded to prior to arrival	No adaptations currently needed as provisions previously made ensured physical access to school for all	Continue to review the needs of new pupils and consider adaptations.	InCo	To be discussed, and funding sourced, when necessary.	All pupils able to access all parts of the school and curriculum.	Ongoing aspect of plan	Currently this aim is on track (March 2025).
2c Planning day and residential trips	Ensure all children are included in the risk assessments. Appropriate support put in place so day trips and residential trips are accessible to all children.	Continue to review all trips and activities for specific needs of cohort	Class teacher	Resources to be considered as part of trip/activity budget planning.	All pupils are able to take part in trips/activities safely.	Ongoing aspect of plan	Currently this aim is on track (March 2025).

	Additional meetings between school and parents to secure planning for trips, as necessary.						
2d Ensure all children feel safe and involved at break time and lunchtime	<p>Key staff to run lunchtime club daily.</p> <p>Pupil voice (via school council and House Captains) to purchase a variety of play equipment.</p> <p>Appropriate use of play equipment.</p> <p>Adults on duty to model and monitor play.</p> <p>Year 6 play leaders to model play.</p>	Continue to review break and lunch time provision to ensure children are safe and engaged	InCo, HT	Staffing and resources considered at budget setting each year.	All pupils have purposeful play and break times and are safe	Ongoing aspect of plan	Currently this aim is on track (March 2025).
2e Make effective use of sensory room, Pluto room and cooking room (Time Out)	<p>Children to use sensory room for regulation.</p> <p>Children to use Pluto room for 1:1 and small group work and for regulation.</p> <p>Children to use cooking room & participate in adaptations to the curriculum, such as cooking to build life skills.</p>	Rooms continued to be used for children, when needed.	InCo and class teachers	InCo to liaise with SBM at budget setting each year, and budget agreed.	<p>Pupils have access to rooms, when required.</p> <p>Rooms are adequately resourced for the needs of the pupils.</p>	Ongoing aspect of plan	Currently this aim is on track (March 2025).
Availability of Accessible Information							
AIM 3: Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.							
3a Information is shared with children in a manner appropriate to meet their needs	<p>Ongoing feature of work of school.</p> <p>Use of pictorial communication systems, such as use of widget to create resources, word mats, visual timetables, social stories.</p>	Continue to review information shared with children, as needs of children change	Class teachers and InCo	-	Inclusive, welcoming and supportive cohorts	Ongoing aspect of plan	Currently this aim is on track (March 2025).
Resourcing							

AIM 4: Have regard to the need to provide adequate resources for implementing plans							
4a HT and where appropriate GB are informed of costings of any provision in relation to accessibility plan	InCo meets regularly with HT and GB. Any funding needs identified are given due consideration in line with Schedule for Financial Delegation. The SEND budget and provision maps each year are reviewed each year, at budget setting.	Continue to review actual spend, against budget, during financial monitoring visits.	InCo and SBM	InCo to liaise with SBM re any unbudgeted costs which are required mid-year. Resources Committee consulted, where required.	Areas/activities for pupils with disabilities are fully resourced. SEND budget is controlled throughout the financial year.	Ongoing aspect of plan	Currently this aim is on track (March 2025).
4b Funding streams are accessed to support provision	In place, especially in terms of HNF funding. This is a very important aspect of the school's work in gaining additional funding for specific pupils with a significant SEND.	Continue to review HNF guidance. InCo to make funding applications as, and when, required.	InCo	-	HNF applications are made on a timely basis and are successful.	Ongoing aspect of plan	Currently this aim is on track (March 2025).
Reasonable Adjustments							
AIM 5: Consider whether any reasonable adjustment can be made to overcome that a substantial disadvantage that a pupil faces							
5a In conjunction with LA and parents/carers school will explore the reasonable adjustments needed for a child and whether these enable the child to access mainstream	The school is highly effective in making reasonable adjustments to meet the needs of children with SEND. It also recognises when a child's needs cannot be effectively met in the school and makes appropriate representation to the necessary bodies in the LA. The school works extremely well with external agencies to the benefit of children with SEND. Access arrangements are carefully considered for any child with	Continue to review the range and effectiveness of reasonable adjustments	InCo and class teachers	Review of SEND budget and provision maps each year, at budget setting.	Effective interventions. Children make progress.	Ongoing aspect of plan	Currently this aim is on track (March 2025).

education at this school	SEND during statutory assessments.						
5b Reasonable adjustments for children with SEND will be reviewed regularly	InCo meets with staff on a regular basis and as well as in response to a child's changing needs. Reasonable adjustments are reviewed on an ongoing basis to ensure they are effective in supporting the child with his /her learning	Continue to review the range and effectiveness of reasonable adjustments	InCo and class teachers	Review of SEND budget and provision maps each year, at budget setting.	Effective interventions. Children make progress.	Ongoing aspect of plan	Currently this aim is on track (March 2025).
Summary This plan has been effective in supporting accessibility for all children at the school during the last 3 years. Accessibility arrangements continue to be monitored closely by the Headteacher and Inclusion Leader.							

4. Monitoring arrangements

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

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND and Inclusion policy
- Supporting pupils with medical conditions policy