



MANOR
ACADEMY

ACCESSIBILITY PLAN

01/11/2021
Date of Issue

MANOR ACADEMY Ambition | Teamwork | Honesty



Definition of Disability as defined by the Disability Discrimination Act 1995

"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."

Introduction

At the Manor Academy we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty. (Dec. 2006).

This is achieved by:

- not treating disabled students less favourably for a reason related to their disability;
- making reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- planning to increase access to education for disabled students.

The Senior Leadership Team will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

The Accessibility Plan sets out the school's proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, to develop a culture of awareness, tolerance and inclusion. The Accessibility Plan contains relevant actions to increase access to education for students, staff and visitors in the three areas required by:

Increasing the extent to which disabled students can participate in the school curriculum / after- school clubs / leisure and cultural activities / school visits.

improving access to the physical environment of the school and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;

Improving the delivery of written information that is provided in writing for students who are not disabled.

Compliance with this legislation and guidance complements the ethos of the school in its aim to reduce barriers and to increase access to the curriculum/school activities for both current and prospective students, and it serves to enhance both the Equal Opportunities and SEN Policies

Statement of Intent

In its aims "to develop effective and independent learners who achieve their full potential" and "to develop a positive learning environment for all" the school will:

- involve staff, students and parents in the development of the plan to help create a sense of ownership of the plan;
- support and provide training for Governors and staff to enable them to perform their duties as required, so that they understand and implement the requirements of the legislation and guidance;
- resource, implement, monitor/review and revise the Accessibility Plan as required, so as to address the increasing and changing needs of current and prospective disabled students;
- ensure all staff have access to the plan on the staff drive, and website, with hard copies made available as required;
- recognise and value parents' knowledge of their child's disability and the effect it has on his/her ability to carry out every day activities;
- respect parents' and the student's right to confidentiality;
- Develop action plans on the key aspects of accessibility and ensure that these are reviewed annually, during the summer term, by school staff and Governors and that new plans will be drawn up every 3 years.

.The Accessibility Plan will be monitored by OFSTED as part of their inspection process.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Health and Safety



Accessibility Plan: Increasing the extent to which all students can participate in school curriculum

TARGETS	STRATEGIES	STAFF RESPONSIBLE	TIMEFRAMES	OUTCOME	GOALS ACHIEVED
Improve the quality of teaching and learning	To develop effective and independent learners who achieve their full potential	Assistant Head Teaching and Learning	On-going		
Improve the rate of progress so that all students make or exceed expected levels of progress	To maintain, develop and embed operation data and tracking processes Students given quality, written feedback in workbooks and assessments. Feedback acted on to allow students to make high levels of progress. Exam concessions managed to ensure that all students have best chance of achieving	Deputy Headteacher All teachers/Learning Support Assistant Headteachers	On-going	More students meeting or exceeding expected levels of progress in results 2021 - 2024. Quality written feedback and student responses seen in books. All teachers following marking policy.	
Develop appropriate curriculum pathways to meet needs of all students	Continue to develop resources for teaching in line with national changes. Develop and provide progress and attainment analysis data for staff. Develop ASD provision to ensure the progress and socialisation of ASD students.	Deputy Head of Curriculum Subject Leaders Data Manager Class Teachers	On going	More students accessing/achieving appropriate pathways. More electronic reading devices and books in library.	

TARGETS	STRATEGIES	STAFF RESPONSIBLE	TIMEFRAMES	OUTCOME	GOALS ACHIEVED
	Facilitate Post 16 students to follow a choice of pathways dependent on ability and achievement.	Deputy Headteacher Head of Manor College		More Post 16 courses are introduced and embedded.	
Ensure that all conditions for effective learning and maximising progress are in place	<p>Increase ICT provision on-site for staff and students.</p> <p>Focus on improving the consistency of marking with particular reference to students knowing how to improve.</p> <p>All members of staff responsible for display boards and ensuring that they are up to date</p> <p>ACHIEVE values more explicitly defined and evident across the teaching of PSHE.</p>	All staff who teach		<p>Teachers are 'ready to teach' and students are 'ready to learn'.</p> <p>Improved attitudes, reduced behaviour incidents / low level disruption.</p> <p>Improved learning environment.</p> <p>Improved quality and consistency of marking.</p> <p>Quality and quantity of display work in rooms increased that support learning, progress and literacy.</p> <p>Staff feel more empowered with innovation.</p> <p>Consistent best practice is embedded.</p>	
Develop high performing teams who focus diligently on delivering the best possible provision and outcomes for all learners	Consistent classroom expectations.	Assistant Head of Teaching and Learning Subject Leaders		<p>Evidence of more 'visible' leadership and improved teaching / performance.</p> <p>More effective meetings and improved communications within faculty teams.</p>	

TARGETS	STRATEGIES	STAFF RESPONSIBLE	TIMEFRAMES	OUTCOME	GOALS ACHEIVED
		Assistant Head Student Outcomes		PP students participating in a wider range of extra-curricular activities e.g. music tuition, school trips, out of hours provision	
All staff made aware of Gender / Disability Equality Duty. Expand Inclusion facilities and staffing Identify and address access issues re-equipment, lesson content, trips etc	Review identification of disabled students and ow staff are made aware of needs. Introduce disability awareness day.	Senior Team All Staff Learning Support Team Pastoral Team	Ongoing	Appointment of appropriately trained staff Train staff in specialist areas e.g. moving and handling; Dyslexia staff training Improved provision relevant in classrooms Staff aware of students needs, identify, deliver and embed staff training	
Eliminate discrimination	Disabled people have privacy	Site Team	Ongoing	Increased in facilities specifically for the disabled	
Eliminate harassment	Anti-bullying review	Assistant Head for Pastoral Care All staff	Ongoing	Reduce number of bullying incidents annually.	
Promote positive attitudes	Ensure staff are trained in the needs of disabled students and specialist equipment. Review PHSE curriculum to increase promotion of disabilities	SENCo and Learning Support Team Assistant Headteacher student outcomes	Ongoing	Increased staff awareness and training. Appropriate use of specialist equipment. Positive references around school Raise awareness of disabilities	

TARGETS	STRATEGIES	STAFF RESPONSIBLE	TIMEFRAMES	OUTCOME	GOALS ACHEIVED
	Increase references to disabilities in displays/publications	Head of Vocational with PSHE responsibility			
Encourage participation in public life	Review access to visits/trips and residential. Continue to develop relationships with Yeoman Park	Subject Leaders Subject Teachers Pastoral Team	Ongoing	Disabled students have access to school visits/trips/residential. Number of disabled users accessing school facilities increasing annually.	

Accessibility Plan: Improving physical environment of school to increase extent to which disabled students can take advantage of education and associated services

TARGETS	STRATEGIES	STAFF RESPONSIBLE	TIMEFRAMES	OUTCOME	GOALS ACHEIVED
Planned modifications to site to accommodate visually impaired students and their access around site	Stairways and other areas outlined by the PDSS marked with high visibility paint. Relevant paths updated to support visually impaired students	Site team PDSS (Nottinghamshire)	Ongoing	Site more accessible for visually impaired students	Stairs and doorways painted in line with PDSS recommendations.
Planned refurbishments to accommodate needs of students and staff so far as existing buildings allow e.g. colour schemes, positioning of white boards, types of blackout blinds.	Review and improve access to whiteboards in school as is needed Blinds to be installed where needed allowing whiteboards to be seen. Working area in food rooms refurbished for inclusion and safety.	Headteacher Site team	Refurbishment of Food rooms planned 2021/2022	Continued refurbishment of buildings and classrooms.	
Improved communication throughout site	Review of communicating with key staff at all times	Site team Senior Leadership		Increased use of radio contact between staff	All senior staff, HOY, HOD, PSOs have radios Use of Teams
IPAs/ RAs/PEEP	Introduce for permanently and temporary disabled staff and students as required		SENCO Learning Support Assistants	IPAs/RAs/PEEPs in place and updated as required for students/staff with temporary/life disabilities	

Accessibility Plan: Improving accessibility of written information

TARGETS	STRATEGIES	STAFF RESPONSIBLE	TIMEFRAMES	OUTCOME	GOALS ACHIEVED
Work sheets etc should be checked for readability	Use of readability tool in Microsoft. Use of Smog calculator	All teachers	Ongoing	Students can access their learning at an appropriate level	
Reflection time in lessons for written feedback to be discussed and interpreted		All teachers	Ongoing	Students can respond to feedback and improve on their understanding to make greater progress	
Availability of written material in alternative formats	The school will make itself aware of services available for converting written information into alternative formats or onto different coloured paper/media	All staff in school	Immediate	Students and parents can access material produced by school	Materials can be made available
Make available school brochures, newsletters and other information in alternative formats.	The school will make material available in different formats as required	SENCo Senior Leadership Team	As required	All stakeholders can access documentation and material relating to school	
Review documentation with a view to ensuring accessibility for students with visual impairment	Staff to produce resources on coloured/enlarged print where needed. Limit use of gloss surfaces for displays Coloured backgrounds on ppt's where needed.	SENCo All teaching staff	Ongoing	VI students can access learning materials	
Raise the awareness of adults working at and fro the school of the importance of good communication systems e.g. students on placement, visiting professionals.	Communication through staff briefings and weekly bulletin	Senior Leaders	Ongoing	Staff are aware of visiting staff to the school and their role.	

General Data Protection Regulation

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation