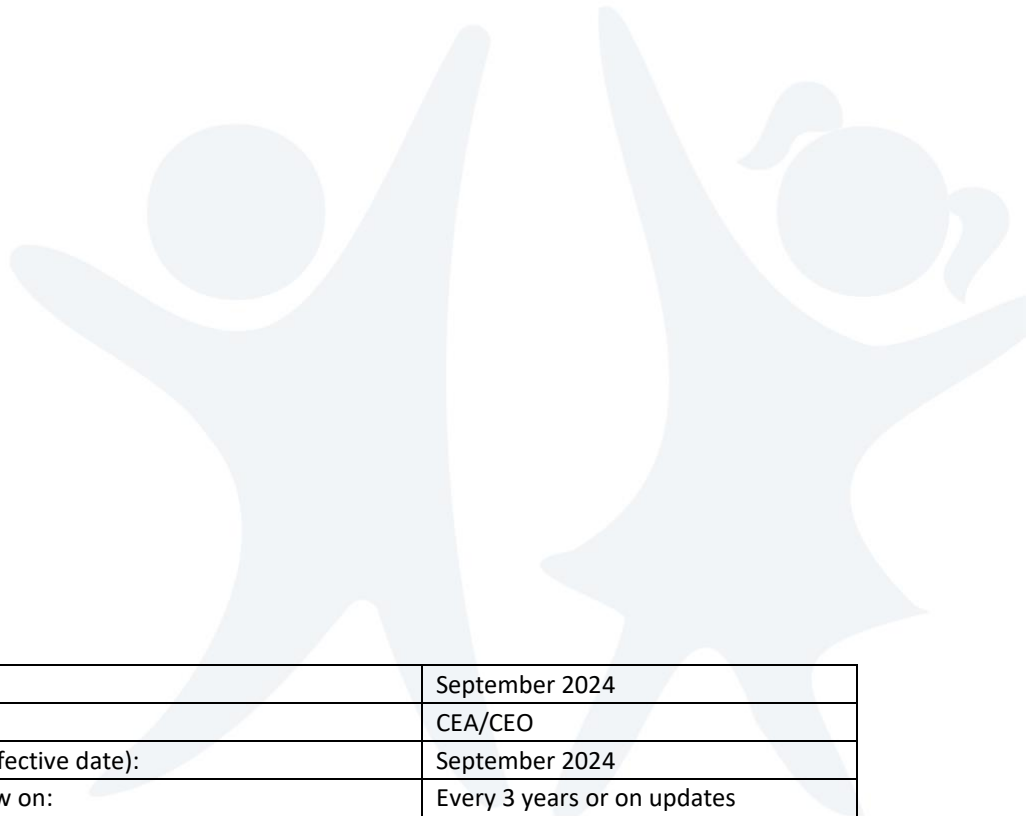
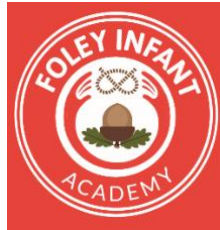


# Foley Infant Accessibility Plan 2024-27



Date approved:	September 2024
Approved by:	CEA/CEO
Date adopted by the MAT (i.e. effective date):	September 2024
This policy is scheduled for review on:	Every 3 years or on updates

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations in relation to accessibility of the school.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Safer Recruitment, and ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise. This also applies to visitors, pupils or other service users.

### 1. Aims & Principles

- The aim of this policy 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.

Equality and Inclusion runs through our school values and ethos.

**Be Respectful**

**Be Aspirational**

**Be Resilient**

**Be Proud**

**Be You.**

The 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.

We support any available partnerships to develop and implement the plan, including through Manor Multi Academy Trust and 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.

## 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

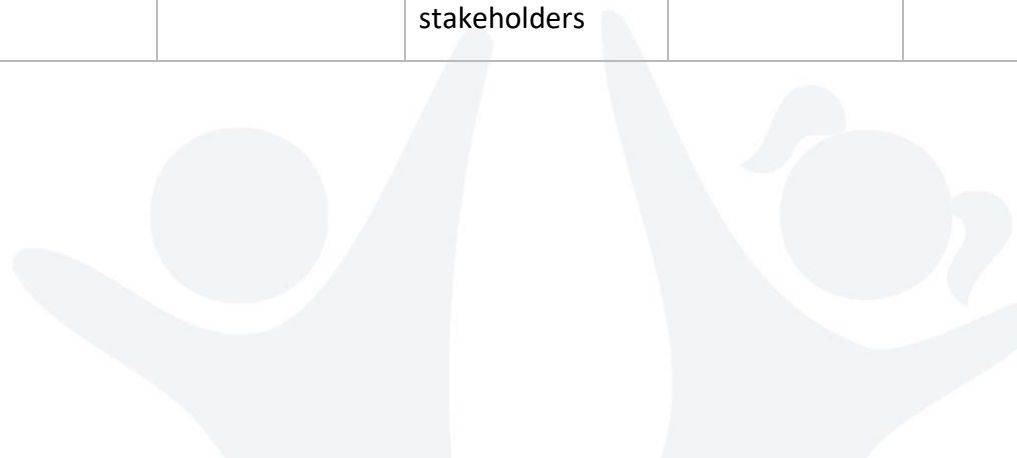
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a curriculum, which can be adapted for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> </ul>	To liaise with educational establishments to prepare for the intake of pupils who transfer within the year.	SENCO will set up a meeting to arrange the handover of information	JM AN	Sept 2023 - ongoing	Pupils will transition effectively and the levels any types of support will be known and catered for to ensure a smooth transition



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> <li>Value and Ethos of 'Be You' underpins curriculum and personal development.</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>Liaison with specialist support services. E.g AIT, HI Team,</li> </ul>	<p>Continuous monitoring, training &amp; support to ensure all teaching staff are able to differentiate the curriculum according to an individual's needs</p>	<p>Regular informal audit of practice &amp; internal training and support if necessary</p>	<p>SLT</p>	<p>Ongoing</p>	<p>All teaching staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p>
		<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</p>	<p>Regular review all out-of-school provision to ensure compliance with legislation</p>	<p>SLT</p>	<p>Ongoing practice</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		To ensure that classrooms optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	SLT & Individual teaching staff	Ongoing practice	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
		To raise awareness of particular conditions (e.g.: asthma, diabetes) and the implications for the sufferer	Families, pupils, school nurse and other experts asked in to school to discuss relevant conditions with staff, pupils and other stakeholders	JM AN SENDCO	Ongoing	Heightened awareness & understanding of conditions, treatments, implications for sufferers





AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Training for Awareness Raising of Disability Issues;	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	SLT	Ongoing	Whole school community aware of issues relating to access
		To continue to access LA / specialist training in the areas of disability and inclusion	Provide further training and updates for staff to ensure that inclusive practice is of the highest quality.	JM AN SENDCO	Ongoing	Staff have up to date access to relevant and pertinent training in order to improve provision.
		To establish and maintain close liaison with parents and outside agencies for pupils with additional needs	Provide effective communication to ensure that inclusive practice is of the highest quality.	JM AN SENDCO	Ongoing	Staff have up to date access to relevant and pertinent training in order to improve provision.



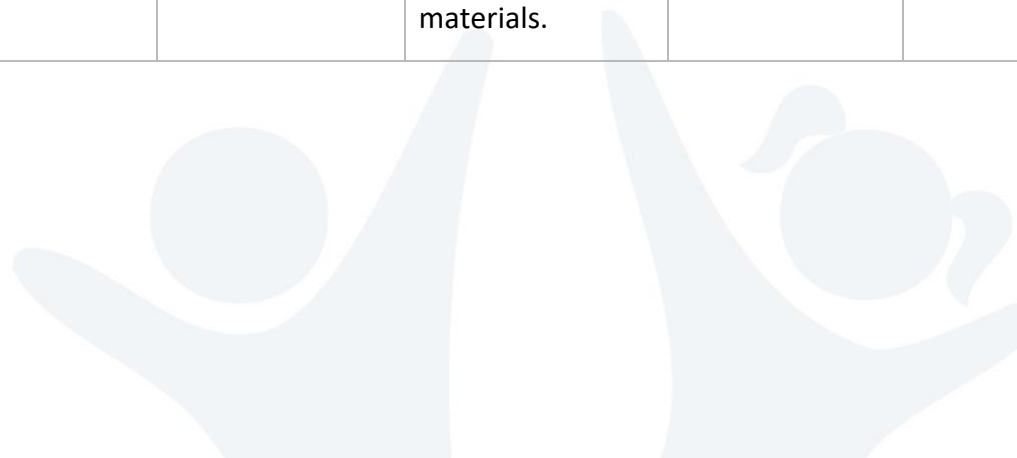
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		To continue to access LA / specialist training in the areas of disability and inclusion	Provide further training and updates for staff to ensure that inclusive practice is of the highest quality.	JM AN SENDCO	Ongoing	Staff have up to date access to relevant and pertinent training in order to improve provision.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevator</li> <li>• Corridor width supports access to disabled persons/</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	To continually improve the school environment in term sf accessibility	Evidence that appropriate considerations have been made wherever physical site improvements are planned	SLT Site staff MAT buildings team	Ongoing	The site will be considered in terms of accessibility for those that need it.
		Accessible car parking made available for all school users	To ensure that there is accessible parking for all school staff / visitors	SLT Site staff	Ongoing	All visitors will have equal access to the site

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> <li>The site has some changes in height, which are supported via handrail or accessible alternatives.</li> </ul>	<p>Accessible toilet will be made available and maintained</p>	<p>To ensure that there is an accessible toilet for all school pupils / staff / visitors</p>	<p>SLT Site staff</p>	<p>Ongoing</p>	<p>All pupils , staff and visitors will have equal access to the site</p>
		<p>Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.</p>	<p>To ensure that there is an accessible toilet for all school pupils / staff / visitors</p>	<p>SLT Site staff</p>	<p>Ongoing</p>	<p>All visitors / pupils and staff will have equal access to the site</p>
		<p>Ensure that reasonable adjustments are made for those with medical conditions, physical disability or other access needs.</p>	<p>Risk assessments / plans are created in order to meet the needs of the SEND pupil. Liaison with outside agencies will support this where relevant</p>	<p>SLT Site staff</p>	<p>Ongoing</p>	<p>All pupils will have equal access to the site</p>

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		To continually improve the school environment in terms of accessibility	Evidence that appropriate considerations have been made wherever physical site improvements are planned	SLT Site staff MAT buildings team	Ongoing	The site will be considered in terms of accessibility for those that need it.
		Accessible car parking made available for all school users	To ensure that there is accessible parking for all school staff / visitors	SLT Site staff	Ongoing	All visitors will have equal access to the site
Improve the delivery of information to pupils with a disability	Our school has a range of communication methods to make sure information is accessible. This may include: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	To ensure the availability of written material in alternative formats for pupils with particular needs	The schools will make itself aware of the services available through the LA for converting written information into alternative formats.	HT	Ongoing	The schools will be able to provide written information in different formats when required for individual purposes



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"><li>• Use of technology to support retrieval of information.</li></ul>	To make available school brochures, school 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	HT	Ongoing	All school information available for all
		Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	HT	Ongoing	All school information available for all





AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Raise the awareness of adults working at and for the school on the importance of good communications systems.	Audit of needs & sourcing of appropriate training courses, as necessary	HT	Ongoing	Awareness of target group raised
		Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	HT	Ongoing	All school information available for all



## 4. Monitoring arrangements

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and will be approved by the CEO/CEA of the MAT.

## 5. Links with other policies

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

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

