



MANOR HOUSE SCHOOL ACCESSIBILITY PLAN INCL EYFS

Date of Issue: **May 2024**

Date of Review: **May 2025**

Responsibility: **Director of Operations**

Ethos and aims

Manor House School ('the School') strives to be a fully inclusive and welcoming school. It aims to ensure that each and every pupil can participate fully in school life regardless of disability.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a Health and Safety Committee which consists of:

- Governor representative,
- Director of Operations
- Deputy Head,
- Compliance Officer

- number of other key staff connected to the safety and wellbeing of pupils.

The committee's terms of reference include:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and Disability Policy
4. to prepare the School's Accessibility Plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's Health and Safety Committee has been central to the drawing up of the School's Accessibility plan. It has considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The Committee acknowledges the need to preserve the architectural integrity of a historic listed building within the financial constraints of a small school.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are incorporated into the plan before the arrival of the new pupils.

How the plan is reviewed and monitored

The School's Health and Safety Committee meets termly and reviews recommendations for inclusion in the plan, which include input from the senior leadership team. The plan is formally reviewed and approved annually by the Committee and is reissued every three years. The reissued plan is approved by a meeting of the Board of Governors.

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Position, Director of Operations

Reissued : March 2019, May 2023

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Health and Safety and Finance and Estates Committees	Investigate access needs of all stakeholders. Governing Board and Sub-Committees ensure that disabled access is high on the priority list for all new developments.	On-going. As required.	Head, Director of Operations and Staff Board of Governors, Head and Director of Operations	The School does everything reasonably practicable to meet the access needs of pupils. H&S Committee review requirements termly and Estates Team address requirements
Medium Term	Improve signage and external access for disabled people..	Replace external light bulbs with improved LED lighting. Paint white stripes on edge of all external steps. Consider no entry signs for wheelchairs in hazardous areas.	On-going. On-going. As required	Site Manager Site Manager Site Manager and Director of Operations	Many lights have already been replaced but this programme is ongoing Initially completed and stripes repainted annually Signage reviewed annually.

Long Term	Repaint classrooms in colours which aid teaching methods.	Seek expert advice on sensory needs for appropriate colours and use advice during routine maintenance.	On-going	SENCO Site Manager	Colour schemes that support teaching, learning and behaviour. Considered prior to each refurbishment
	Ensure that all disabled pupils can be safely evacuated.	Review existing evacuation plans and ensure that all staff are aware of their responsibilities.	On-going.	Deputy Head and Director of Operations	All disabled children and staff working with them are safe and confident of the evacuation procedures in the event of fire.
	Review and replace inadequate lighting in all areas.	Carry out day and night audits to highlight areas requiring additional lighting.	On-going	Site Manager and Director of Operations	The school has embarked on a programme to replace all lighting with LED lighting over the next 12 – 24 months.

IMPROVING ACCESS TO THE CURRICULUM

Adjustments already in place

- SENCo updates staff about the needs of the children on the SEND register, weekly.
- Each 'wave 3' child has an Individual Support Plan (ISP) which outlines in brief, accessible language her needs and the reasonable adjustments in place.
- We outsource specialist dyslexia provision to one-to-one tutors and host their visits on-site to make learning as accessible as possible.
- The SENCo runs physio sessions, every second day, with girls who have proprioception needs.
- The SENCo runs a touch typing club three mornings a week for girls who have 'lap top provision' as one of their access arrangements.
- All teachers differentiate learning so that curriculum is accessible to all. Evidence of this is in planning documents.
- Staff in the senior school operate weekly booster sessions in breaks and after school for their subject.
- We have introduced C-Pen Exam Readers for any pupil who requires a reader as one of their access arrangements (as of Sept 2022).
- The SENCo has met with individual staff to review and discuss provision for ASC children.
- The School now stores all cognitive assessment information (from Educational Psychologists, Paediatric and Clinical Psychiatrists, Occupational Therapists and so on), on Schoolbase, so it is easily visible and accessible to all staff.
- The SENCo conducts a weekly evidence check by reviewing pupil work books, hunting for differentiation.
- Our ELSA's hours have increased to allow for pupils to have more regular access to her services.
- SENCo liaises closely with Cover Planner and Examinations Officer to ensure access arrangements are in place for Y11 Mocks and Summer term exams.
- For Visually Impaired child, staff load examinations and class content as PDF onto Schoolbase for her to enlarge.
- Risk assessments in place for high needs children (one currently in Y7 and VI in Y10).
- Risk assessments are devised and in place for Trips and Visits to ensure equal access for disabled pupils.
- Recent overhaul of PSHRSE has meant a focus on disability in the curriculum
- Staff are well-versed in storing all lesson documentation on Showbie so that disabled pupils are able to easily consolidate past learning.

	Aim	Actions to be taken	Responsibility and Timescale
Short Term	Increase the extent to which disabled pupils can access the curriculum	<ul style="list-style-type: none"> To ensure the EAL data we hold is an accurate representation by checking with parents. To ensure the SEN data held on Schoolbase matches the data held in the SEN register. Training for staff on how to create a dyslexia friendly classroom. To continue to monitor the provision of movement breaks for all girls who require them. 	SENCo to communicate with parents – information checked by end of Autumn Term 2023 SENCo to cross check data by end of Autumn Term 2023 SENCo to find date with Deputy Head. Training to be complete by end of Summer Term 2023. SENCo to continue her learning walks to check that these are happening. Ongoing.
Medium Term	Increase the extent to which disabled pupils can access the curriculum	<ul style="list-style-type: none"> Create a rolling training programme for staff which targets the four areas of need, according to the Code of Practice: <ol style="list-style-type: none"> Cognition and Learning Interaction and Communication Physical and Sensory Social, Emotional and Mental Health 	SENCo to review areas of need via ‘Forms’ survey by end of Summer Term 2023. SENCo to devise training plan schedule for SLT approval by end of Summer Term 2023. Training Plan in action from Sept 2023.
Long Term	Increase the extent to which disabled pupils can access the curriculum	<ul style="list-style-type: none"> Continue to review differentiation and learning provision for all pupils. Continue to give disabled children a voice in how they are supported, by regular meetings with the SENCo, and feedback through their form teacher. 	SLT and SENCo. Ongoing.

IMPROVING ACCESS TO INFORMATION

Adjustments already in place:

- Staff use PowerPoint and other visual and digital presentations with visual aids (pictures, diagrams, video clips) to communicate the content of the lessons.
- Typed/written information is legible and in a clear, dyslexic friendly font.
- Hand-outs are increased in size for girls who need it.
- Some girls are given coloured overlays for reduce paper glare.
- Some girls are provided with notebooks with yellow paper, again to reduce eye fatigue from glare.
- We have a great selection of Barrington Stoke books – books specially set out and written for dyslexia readers.
- We use 'Lexia', a powerful literacy platform, to support readers in literacy acquisition in the prep and senior schools.
- We use English Touch Type, a dyslexic-friendly typing platform.
- Thorough and easy to digest information about access arrangements is now shared with parents in the Spring of Y10 in preparation for the application of these at GCSE.

	Aim	Action and Resource Required	Responsibility and Timescale
Short Term	Improve the availability of accessible information to disabled pupils	<ul style="list-style-type: none"> • To ensure staff are continuing to offer a range of methods for girls to record their work, keeping in mind the aim of each task. For example, are pupils having to copy a sentence in their neatest handwriting, when the task is based on comprehension. • To ensure staff are allowing girls to take photographs with their iPads and use their iPads (if they have this provision) to type their work instead of handwrite. 	<p>SLT and SENCo: conduct learning walks and work scrutiny to assess if this is a common weakness, by Spring half term 2023. If it is, SLT & SENCo to devise a plan for addressing it by Summer 2023 with implementation from Sept 2023.</p> <p>SENCo will review as part of learning walks and address with individual staff if there are concerns.</p>

		<ul style="list-style-type: none"> To review HOW girls print and store their typed work – is it getting into their note books? 	SENCo to review and discuss with SLT and ICT dept. What other options are there for disabled girls, other than having to pay for their own printing at the Library? Review to happen by end of Autumn Term 2022, with a view to have any new system implemented by Summer 2023.
Medium Term	Improve the availability of accessible information to disabled pupils	To review the use of English Touch Type as a platform for touch typing as it isn't possible that girls can use it at home (they currently can only use it on the school computers).	SENCo and ICT Dept to review Summer Term 2023 with a view to purchasing new option, if necessary/affordable, for the start of 2023 Academic year
Long Term	Provide information in plain language, symbols, or large print for current and prospective pupils and parents/carers who may have difficulty with the school's standard form of printed or electronic information.	Provide information in plain language, symbols, or large print for current and prospective pupils and parents/carers who may have difficulty with the school's standard form of printed or electronic information.	SLT and SENCo to explore options for future academic years