



Manor High School

Excellence – Inspiration – Resilience – Respect

Accessibility Policy and Plan 2026-2028

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1. Statement of Intent

Manor High School is committed to improving accessibility for disabled students, staff, parents/carers and visitors. The purpose of this policy and plan is to set out how the school will increase access to the curriculum, improve access to the physical environment, and improve access to written and digital information.

At Manor High School, our aim for SEND is to equip students with SEND to succeed in school and in life. This sits within our wider school motto of Excellent People, Excellent Results, and reflects our belief that young people achieve best when they are known, understood, challenged and supported.

Accessibility is a whole-school responsibility. It is not owned solely by the SEND team. Leaders, teachers, support staff, site staff, office staff and governors all have a role in identifying and reducing barriers so that disabled students can participate in education and wider school life as fully and safely as possible.

2. Legal Framework and Statutory Duties

This policy and plan has been written with regard to relevant legislation and statutory guidance, including:

- Equality Act 2010, including the duty not to discriminate, the duty to make reasonable adjustments and the accessibility planning duty.
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years.
- Supporting Pupils at School with Medical Conditions statutory guidance.
- Keeping Children Safe in Education 2025 and relevant DfE behaviour, attendance, suspension and exclusion guidance.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some students with SEND may also be disabled under the Equality Act. Some students with medical conditions may also be disabled or may have SEND, but medical needs are not automatically SEND.

The school must make reasonable adjustments for disabled students where required. Reasonable adjustments are considered in context, taking account of the student's needs, the impact of the barrier, the effectiveness and practicality of the adjustment, the resources available, health and safety, and the need to maintain a safe and orderly learning environment for all.

3. Aims of the Accessibility Plan

The Accessibility Plan focuses on the three statutory areas below.

Statutory accessibility strand	What this means at Manor High School	Lead oversight
Access to the curriculum	Disabled students should be able to participate in the school curriculum as fully as possible. This includes high-quality teaching, adaptive practice, reasonable adjustments, assistive technology, assessment access and support to access the full EBacc curriculum pathway.	AHT Teaching and Learning / Curriculum Leaders, with SEND advice
Access to the physical environment	The school should improve the physical environment so disabled students can take advantage of education and associated services. This includes site access, toilets, movement around school, evacuation planning, sensory and medical considerations, trips and PE.	Headteacher / Business Manager / Site Team, with SEND and medical advice
Access to written information	Information normally provided in writing should be made available in accessible formats where needed. This includes website information, letters, reports, printed resources, digital materials, Arbor communications and information for parents/carers.	Office Manager / Communications Lead, with SEND and AIT advice

4. Manor High School Context and Curriculum Position

Manor High School has a strong academic curriculum, and students are expected to study the full EBacc curriculum. Where students with SEND or disabilities experience barriers to accessing the curriculum, the school considers appropriate support, reasonable adjustments and provision to help them access learning within this curriculum pathway.

The school takes a needs-led approach. This means that support is based on the barriers a student experiences, rather than solely on a diagnosis or label. Barriers may relate to learning, communication, interaction, sensory or physical access, emotional regulation, medical needs, attendance, confidence, independence, behaviour or participation.

Where a student has an Education, Health and Care Plan, the school will consider accessibility and provision in line with the outcomes and provision set out in the plan. Where a student has a medical condition, the school will follow its Supporting Pupils with Medical Conditions Policy and consider links with accessibility, SEND, attendance and reasonable adjustments where relevant.

5. Roles and Responsibilities

Role/group	Accessibility responsibilities
Governing Body	Approves and monitors the Accessibility Plan, ensuring that statutory duties are understood and that the plan is reviewed and resourced appropriately.
Headteacher and SLT	Hold strategic responsibility for implementation, ensuring accessibility is reflected in curriculum, behaviour, attendance, safeguarding, medical, site and communication systems.
AHT Teaching and Learning / Curriculum Leaders	Lead curriculum accessibility, adaptive teaching, inclusive pedagogy, departmental review and staff development.
Class teachers	Remain responsible for teaching, adapting and supporting students in lessons, using relevant SEND, disability, medical and accessibility information to reduce barriers.
SENDCo / Deputy SENDCo	Advise on SEND, EHCPs, student passports, learning plans, reasonable adjustments and barriers to learning. The SENDCo is not the sole owner of accessibility across the school.
Standards and Progress Leads / Assistant Pastoral Leads	Support access to school life, behaviour systems, attendance support, pastoral intervention, reintegration and communication with families.
Lead First Aider / medical staff	Coordinate medical information and Individual Healthcare Plans through the school's agreed medical procedures, with SEND input where needs overlap.
Site Team / Business Manager / Office / AIT	Support physical access, site adaptations, accessible communications, digital accessibility, equipment and assistive technology.
Parents/carers and students	Share relevant information, contribute views, and work with school to review barriers, support and reasonable adjustments where appropriate.

6. Accessibility, Behaviour and High Expectations

Some students with SEND or disabilities may experience barriers that affect behaviour, attendance, emotional regulation or participation. Behaviour that causes concern should be understood in context, while maintaining high expectations and a safe learning environment for all.

SEND, ADHD or disability is not an excuse for poor behaviour. The school will consider whether reasonable adjustments, pastoral support, SEND advice, medical planning, attendance support or safeguarding action may be required. This does not remove expectations around conduct, but supports proportionate, informed and legally defensible decision-making.

This policy should therefore be read alongside the Behaviour Policy, Attendance Policy, Safeguarding Policy, Supporting Pupils with Medical Conditions Policy, SEND Policy and Suspension and Permanent Exclusion Policy. Complaints Policy

7. Links with Other Policies and Documents

- SEND Policy and SEND Information Report.
- Behaviour Policy and Suspension and Permanent Exclusion Policy.
- Teaching and Learning Policy and curriculum documentation.
- Attendance Policy.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions Policy.
- First Aid and Medication Management procedures.
- Health and Safety policies and risk assessment procedures.
- Equality information and objectives.
- Complaints Policy.

8. Monitoring, Review and Publication

The Accessibility Plan will be reviewed at least annually and may be updated sooner where statutory guidance changes, student needs change, site arrangements change, or review evidence indicates that further action is required.

The plan will be monitored through SLT review, governor oversight, SEND review activity, accessibility audits, behaviour and attendance data, student and parent/carers feedback, site reviews, CPD records and quality assurance evidence.

The Accessibility Plan will be published on the school website and made available in alternative formats on request where reasonably practicable.

9. Accessibility Action Plan 2026-2028

The action plan below should be reviewed at least annually and updated where student need, site arrangements, statutory guidance or school priorities change. Actions are deliberately framed as whole-school accessibility work, not solely SEND team responsibilities.

Priority / statutory strand	Actions	Lead responsibility	Resources / evidence	Time scale	Success criteria
1. Strengthen curriculum accessibility for disabled students and students with SEND	Review curriculum plans and lesson resources through the lens of accessibility. Embed adaptive teaching, explicit instruction, modelling, scaffolding, retrieval, visual supports,	AHT Teaching and Learning; Curriculum Leaders; SENDCo/Deputy SENDCo as advisers	Teaching and Learning Policy; SEND Policy; student passports; EHCPs; learning walks; book looks; department reviews; CPD records	2025-2028, reviewed annually	Departments can evidence how barriers to curriculum access are identified and addressed. Learning walks and curriculum reviews show increased consistency of adaptive

Priority / statutory strand	Actions	Lead responsibility	Resources / evidence	Timescale	Success criteria
	structured tasks and reduced cognitive overload. Ensure students with SEND are supported to access learning within the full EBacc curriculum pathway. Use student passports, learning plans and EHCP information where appropriate.				practice. Staff use relevant SEND information to inform planning and teaching.
2. Improve reasonable adjustment practice within behaviour, attendance and participation systems	Ensure behaviour, attendance and participation concerns are understood in context while maintaining high expectations and a safe learning environment for all. Review data for disproportionate impact on disabled students and students with SEND. Consider reasonable adjustments in how expectations, sanctions, reintegration, movement, equipment, uniform, communication and attendance support are implemented.	Headteacher; SLT behaviour lead; Standards and Progress Leads; Assistant Pastoral Leads; SENDCo/Deputy SENDCo as advisers	Behaviour Policy; Attendance Policy; Safeguarding Policy; Class Charts data; attendance data; reintegration records; APDR evidence; parent/carers and student voice	From 2025, reviewed termly through relevant data cycles	Behaviour and attendance responses remain firm, fair and consistent, with relevant reasonable adjustments considered. Trends for SEND/disabled learners are reviewed and acted on. Staff can explain the difference between contextualising behaviour and excusing behaviour.

Priority / statutory strand	Actions	Lead responsibility	Resources / evidence	Timescale	Success criteria
	Make clear that SEND, ADHD or disability is not an excuse for poor behaviour, but may inform proportionate decision-making.				
3. Develop access to assistive technology and examination-related equipment	Audit available assistive technology and specialist equipment, including iPads, laptops, accessibility tools, reader functions, speech-to-text, typing access and exam-related resources. Ensure access arrangements are based on normal way of working, evidence of need and JCQ criteria. Provide staff and student guidance on effective use of technology to build independence.	AIT; Exams Officer; SENDCo; Deputy SENDCo; Curriculum Leaders	Accessibility Plan; JCQ regulations; access arrangement evidence; AIT audit; student feedback; staff guidance; equipment inventory	2025-2027, then annual refresh	Students who require assistive technology can access appropriate tools more consistently. Access arrangement evidence is stronger and linked to normal way of working. Technology supports independence and reduces over-reliance on adult support where appropriate.
4. Improve accessibility of written and digital information for students and parents/carers	Audit key communications and written information, including website content, letters, reports, homework information, forms, printed resources and digital materials. Establish a clear route for	Office Manager; Communications/Website Lead; AIT; SEND Administrator; SLT link	Website audit; parent/carers feedback; Arbor communications; document templates; accessibility checklists; SEND website pages	July 2026 initial audit; annual review thereafter	Parents/carers know how to request accessible formats. Website pages are current and consistent. Key information is easier to find. Communications are clearer, more accessible and less reliant

Priority / statutory strand	Actions	Lead responsibility	Resources / evidence	Timescale	Success criteria
	parents/carers to request information in alternative formats. Ensure key SEND, medical and accessibility information is easy to find on the website and uses current terminology.				on individual follow-up.
5. Review physical accessibility, movement around school and emergency arrangements	Complete an annual site accessibility review, including entrance routes, corridors, toilets, stair/lift access, signage, room allocation, evacuation arrangements, PE, lunch/social spaces and access during trips or enrichment. Ensure Personal Emergency Evacuation Plans are used where required. Consider sensory, mobility, fatigue and medical access needs.	Headteacher; Business Manager; Site Team; Health and Safety Lead; Lead First Aider; SENDCo/Deputy SENDCo as advisers	Site audit; risk assessments; PEEPs; IHPs; accessibility records; student/parent/carer feedback; trip risk assessments	Annual review each academic year	Physical access barriers are identified and prioritised. Relevant students have clear access and emergency arrangements. Trips, PE and enrichment planning include reasonable adjustment considerations.
6. Strengthen medical access planning where medical needs affect learning, attendance or participation	Ensure the Supporting Pupils with Medical Conditions Policy is followed. Medical needs are not automatically SEND, but may overlap with disability, SEND, EHCP provision,	Headteacher; Lead First Aider; Pastoral Team; SENDCo/Deputy SENDCo where relevant	Supporting Pupils with Medical Conditions Policy; IHPs; medication consent records; training records; attendance data; risk assessments	Ongoing; reviewed annually and when needs change	Students with medical conditions are supported safely and appropriately. Staff who need to know have relevant information. Medical plans, SEND provision and attendance support are

Priority / statutory strand	Actions	Lead responsibility	Resources / evidence	Timescale	Success criteria
	attendance or access to learning. Individual Healthcare Plans are developed where necessary through the school medical procedures. The SEND team contributes where medical needs overlap with SEND, disability or learning access.				linked where appropriate without making SEND responsible for all medical planning.
7. Build staff confidence and accountability for accessibility and adaptive practice	Provide CPD and coaching linked to disability awareness, adaptive teaching, executive functioning, autism, ADHD, literacy barriers, SEMH, sensory needs, medical needs, reasonable adjustments and accessible resources. Embed accessibility within departmental improvement, instructional coaching and quality assurance rather than treating it as a standalone SEND issue.	Headteacher; SLT CPD lead; AHT Teaching and Learning; SENDCo/Deputy SENDCo; Curriculum Leaders	CPD records; staff induction; departmental meeting records; coaching records; SEND briefings; QA evidence; staff voice	2026-2028	Staff show increased confidence in identifying and reducing access barriers. Accessibility is visible within classroom practice, departmental planning and staff development. SEND is understood as a whole-school responsibility.
8. Improve student and parent/carers voice in	Gather student and parent/carers views where accessibility	SENDCo; Deputy SENDCo; Assistant Pastoral Leads; Standards and Progress Leads;	Student voice; parent/carers feedback; annual reviews; APDR reviews; transition	From 2026, reviewed annually	Student and parent/carers feedback informs accessibility

Priority / statutory strand	Actions	Lead responsibility	Resources / evidence	Timescale	Success criteria
accessibility planning	barriers are identified or suspected. Use views to inform reasonable adjustments, provision, site access, written information, transitions, enrichment and review processes. Include disabled students and students with SEND in relevant review and planning discussions in accessible ways.	Office/Communications Lead	meetings; complaint/concern logs		planning. Students feel listened to and are supported to develop independence. Review processes capture barriers beyond academic attainment alone.