



Manor High School
Excellence ~ Inspiration ~ Resilience ~ Respect

Accessibility Plan 2023-24

Last reviewed: October 2023

Accessibility Plan

Manor High School is committed to ensuring that all students irrespective of their religion, race or background have an equal entitlement to education.

The School operates an equal opportunity policy for the education of students with a wide range of disabilities as defined in the Equality Act 2010; *a person has a disability if he /she has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day today activities.*

The Accessibility Improvement Plan sets out how the school will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

Increasing the extent to which disabled students can participate in the school curriculum;

Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services;

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

The preparation of the Accessibility Plan has been informed by analysis of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented, reviewed and revised as necessary. This will occur annually.

Priority	Lead Responsible	Action	Resources	Completion Date	Success Criteria
To deliver a CPD programme to ensure staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them.	HM/VM/TAs	Build a teacher training programme of INSET at whole staff meetings into the first half term Regular SEND CPD throughout the year	Student EHCP Student Profiles	Ongoing throughout the academic year	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum - monitored by the Senior and Deputy Senior and Deputy SENDCo Whole school data and intervention data to reflect progress

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All out of school activities are planned to ensure the participation of the whole range of students	Staff	Planning and risk assessments for off site visits will be completed and arrangements made that are compliant with legislative requirements	Pupil Premium funding	Ongoing throughout 2023/2024	Trips are accessible to all students through planned provision
To ensure classrooms are accessible and meet the requirements for all students so that independence and participation is fostered for all	Staff/CL/Deputy SENDCo	Review the layout of all classrooms to support student learning in optimum settings	ASC framework Dyslexia friendly framework	Ongoing throughout 2023/2024	Student needs are met and lesson time is optimised for curriculum activity
To deploy Teaching Assistants effectively to support student participation in the curriculum	HM/MR	Review the needs of students according to information and allocate staff according to need	TAs	Ongoing throughout 2023/2024	Students access to curriculum is facilitated through support structures as students' needs are met
To ensure interventions are in place to support students with SEN in academic progress	HM/ CLs/Teachers	Track progress and impact of interventions	Student Data and bespoke programmes run by Deputy SENDCo/TAs/ Curriculum interventions	Ongoing throughout 2023/2024	No disparity in performance between different student groups
To disseminate information regarding Equality Act 2010 to relevant staff and allocate buddies for students requiring support	HM/House Managers	To deliver a training session for staff. To allocate student buddies and ensure friends are allocated within form groups	Prior information from schools	October 2023	Information sharing in place to mitigate risk and meet needs of students

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Members of staff ensure that lessons provide opportunities for all students to achieve by means of: Differentiated work Using large print transcriptions when necessary	Staff/HM/TAs	CLs to review and amend programmes of study to ensure that the work is appropriate to stretch all students and differentiated	Differentiated programmes of study in place	Ongoing throughout the year	Improved delivery of information to SEND students. Progress data
Development of a SEND base for interventions and for SEMH students. Ensure the Cubbie is in use as a proactive not reactive support	VM/SLT/HM	To identify and allocate relevant students for the appropriate targeted SEMH support. To ensure all relevant student have a login for the Cubbie and are timetabled for this intervention.	Space to accommodate intervention programmes and for SEMH students to refocus.	Ongoing 2023/2024	Space for interventions. Literacy interventions to take place daily and intensively. Data to measure impact. Timetabled lessons in the base.
To develop a formal system of collecting the views of SEND students and parents.	HM/TAs	To establish a forum to collect the views of SEND students at least annually through the completion of a questionnaire	Questionnaire	October/January and June 2023/2024	SEND students views are responded to and acted upon as appropriate.
To establish a group for parents of SEND students.	HM/TAs	To establish a forum to collect the views of parents of SEND students through semi-regular group meetings.	Questionnaire Suitable time/location Refreshments Workshops	November 2023	