



Manor High School

Excellence - Inspiration - Resilience - Respect

Accessibility Plan 2024-25

Last reviewed: October 2024

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
Improve the accessibility of the school's curriculum for pupils with disabilities	SENDCO / Deputy SENDCO	<ul style="list-style-type: none">- Review the school's curriculum and identify areas that may present barriers for pupils with disabilities- Provide training for teachers on differentiation and inclusive teaching practices and resourcing	Students EHCP Student Passports	Ongoing 2024 - 2025	<ul style="list-style-type: none">- All curriculum areas are reviewed for accessibility- Staff have received training on inclusive teaching practises and inclusive language- Curriculum and SEND resources and materials are available in accessible in the classroom

Priority	Lead Responsible	Action	Resources	Completion Date	Success Criteria
Enhance the provision of assistive technology and specialist equipment to support pupils with disabilities, particularly in Key Stage 4 examinations	SENCO	Conduct an audit of existing assistive technology and specialist equipment - Identify additional resources / software needed to support pupils with disabilities - Allocate funding and procurement of new assistive technology and/or specialist equipment	Pupil Premium funding SEND Notional Funding	Ongoing throughout 2024- 2026	Identifies additional resources procured and available for use - Positive feedback from pupils and parents on the effectiveness of the new assistive technology and equipment Less Adults required for Access Arrangements in examinations
To ensure classrooms are accessible and meet the requirements for all students so that independence and participation is fostered for all	Deputy SENDCo / CLs	Review the layout of all classrooms to support student learning in optimum settings	ASC framework Dyslexia friendly framework	Ongoing throughout 2024/2025	Student needs are met and lesson time is optimised for curriculum activity
Development of a SEND base for interventions and for SEMH students.	SENCO/Deputy SENCO/ HLTAs	To identify and allocate relevant students for the appropriate targeted SEMH support.	Space to accommodate intervention programmes and for SEMH students to refocus.	February 2025	Space for interventions. Literacy interventions to take place daily and intensively. Data to measure impact. Timetabled lessons in the Hive
Audit current information and provision. Identify accessibility needs and improve accessibility across the school	SENDCO / Office Manager/ SLT links/ Head Teacher / Site team	- Conduct a comprehensive audit of all information provided to pupils (e.g. worksheets, handouts, online, signage) - Engage with pupils with disabilities and their parents/carers to understand their specific accessibility needs and preferences. - Ensure all new information is produced in accessible formats as standard - Promote awareness of accessible information resources and how to request alternative formats	Time to meet office manager and review Staff Training Parent Audit Student Audit Request System for parents	July 2025	- 80% of information provided to pupils and parents available in accessible formats - Process in place for parents to request information in alternative formats