



Manor High School

*Excellence – Inspiration – Resilience – Respect*

# Accessibility Plan 2025 26

Last reviewed: September 2025

## 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	Review the school's curriculum and identify areas that may present barriers for pupils with disabilities - Provide training for teachers on adaptive and inclusive teaching practices and resourcing	Students EHCP Student Passports	Ongoing 2024 - 2026	<ul style="list-style-type: none"> <li>- All curriculum areas are reviewed for accessibility</li> <li>- Staff have received training on inclusive teaching practises and inclusive language</li> <li>- Curriculum and SEND resources are available and accessible in the classroom</li> </ul>

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	SENDCO / AIT / Deputy SENDCO	<p>Conduct an audit of existing assistive technology and specialist equipment - Identify additional resources / software needed to support pupils with disabilities</p> <p>Allocate funding and procurement of new assistive technology and/or specialist equipment</p>	<p>Pupil Premium funding</p> <p>SEND Notional Funding</p>	Ongoing throughout 2024- 2026	<p>Identifies additional resources procured and available for use - Positive feedback from pupils and parents on the effectiveness of the new assistive technology and equipment</p> <p>Less adults required for Access Arrangements in examinations</p>

<p>Audit current information and provision.</p> <p>Identify accessibility needs and improve accessibility across the school</p>	<p>SENDCO / Office Manager/ SLT links / Head Teacher / Site team</p>	<p>Conduct a comprehensive audit of all information provided to pupils (e.g. Worksheets on iPad, handouts online, signage)</p> <p>Engage with pupils with disabilities and their parents/carers to understand their specific accessibility needs. Ensure all new information is produced in accessible formats as standard</p> <p>Promote awareness of accessible information resources and how to request alternative formats</p>	<p>Time to meet office manager and review</p> <p>Staff Training</p> <p>Parent Audit</p> <p>Student Audit</p> <p>Request System for parents</p>	<p>July 2026</p>	<p>80% of information provided to pupils and parents available in accessible formats</p> <p>Parent of SEND learners receive duplicate information emailed communication</p> <p>Process in place for parents to request information in alternative formats</p>
<p>Increase active participation in learning by incorporating movement and engagement strategies.</p>	<p>SENDCO / AHTs / CLs</p>	<p>Provide CPD for teachers on active learning strategies that include movement and kinesthetic activities.</p> <ul style="list-style-type: none"> <li>- Embed regular 'brain breaks' and movement-based tasks in lesson plans.</li> <li>- Use technology (iPads) to create interactive and participatory learning experiences.</li> <li>- Monitor and share best practice through the School's Instructional Coaching model.</li> </ul>	<p>SENDCo, Curriculum Leads, Teaching Staff</p>	<p>July 2026</p>	<p>Observations and learning walks show an increased use of active learning strategies across all subjects.</p> <ul style="list-style-type: none"> <li>- Pupils with disabilities report feeling more engaged and physically involved in lessons.</li> <li>- Improvement in participation rates during lessons.</li> </ul>

