

MANOR ROAD PRIMARY SCHOOL



ACCESSIBILITY PLAN

April 2024





Manor Road Primary School

Accessibility Plan

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Manor Road Primary School Accessibility Plan

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. At Manor Road this also applies to staff and visitors.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Manor Road Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Our Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Relationship & Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

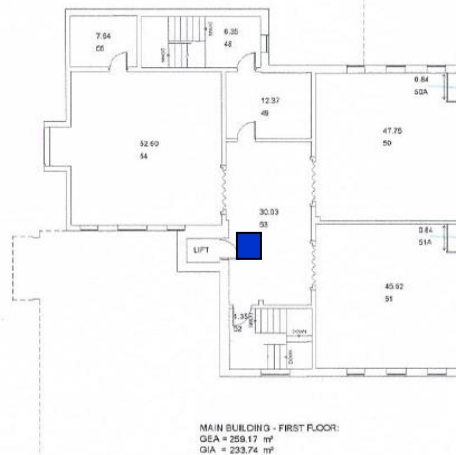
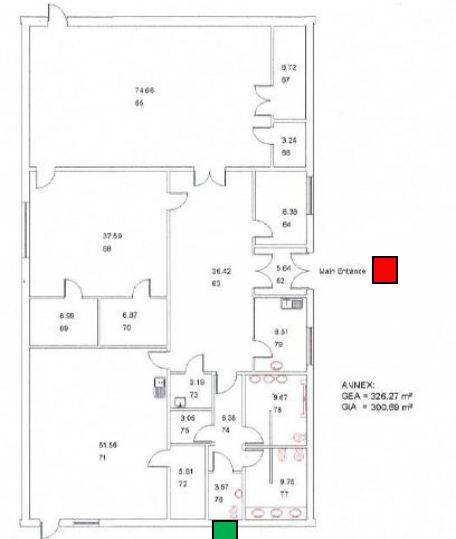
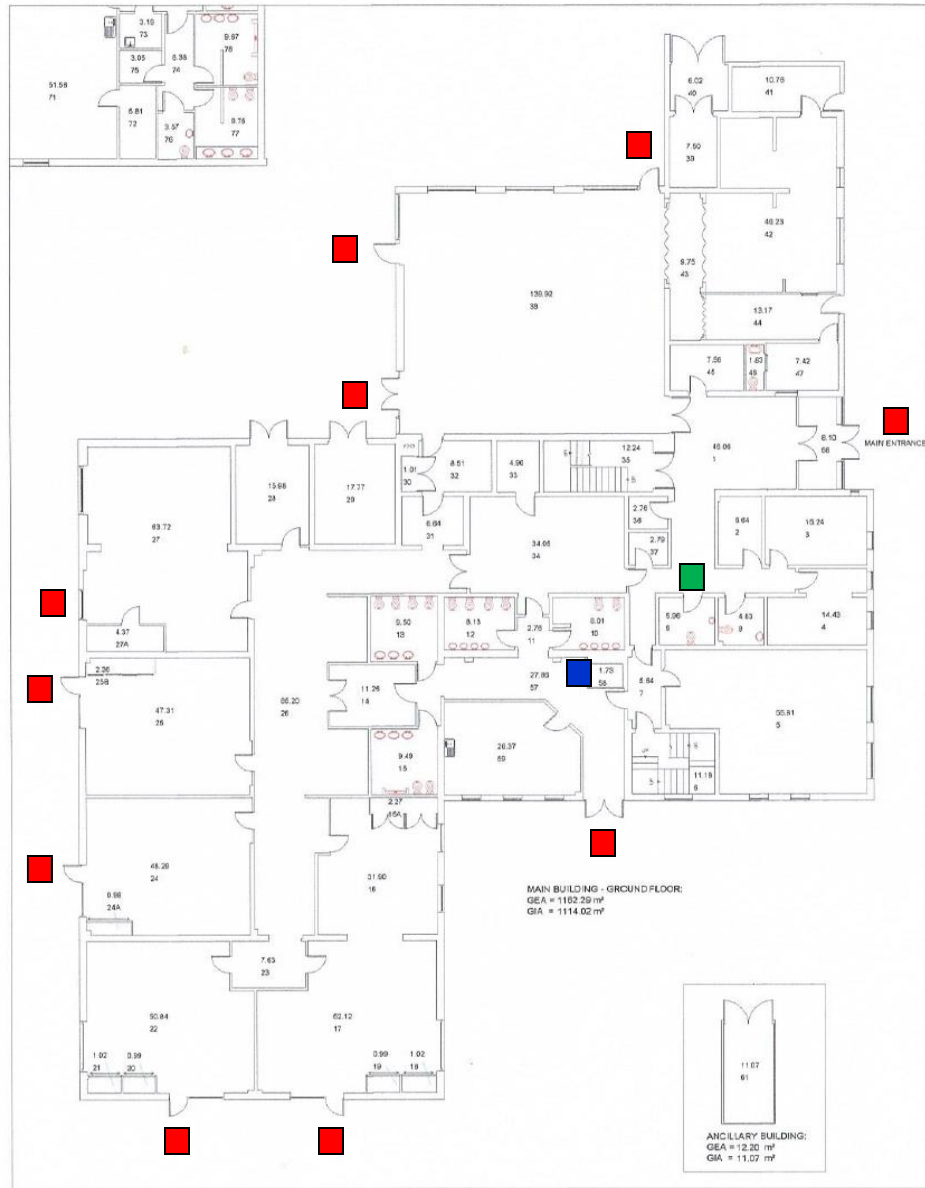
It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by the:

- Governing Body
- Headteacher
- Inclusion Manager
- School Business Manager
- Site Supervisor.

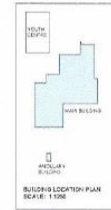
A plan of the school buildings showing areas of accessibility is shown below.

PLAN REVIEW DETAILS		
Plan written by	Karen Marshall	January 2016
Policy reviewed	April 2018, April 2019, April 2020, April 2021, April 2022, April 2023, April 2024	Reviewed and Action Plans updated
Review schedule	Annually	



Health & Safety Comments

TOTAL AREA:
 GROSS EXTERNAL AREA (GEA) = 1759.93 m²
 GROSS INTERNAL AREA (GIA) = 1659.52 m²



Letter to responsible authority
 Site: 1002070700000000
 Main Building: 1002070700000000
 Ancillary Building: 1002070700000000
 Annex: 1002070700000000

Date	Rev	Notes
01/06/11	E5	Dis. Annex added (Roc. 52 to 79) (BR)
14/05/09	E4	New Extn: 15A, 27A, Annex: 25 & Dis. (BR)
06/06/05	E3	Roc. Annex: 11, 14, 34 & 67 (BR)
05/03/04	E2	Annex: 3-2 & added 58-60 (SP)
01/02/03	E1	Roc. Annex: 48 & 52 (RCL)



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Lancashire County Property Group - MAX
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EXISTING

Note: Dimensions are not to be used from this drawing. All other measurements are to be obtained on site by the contractor.

Form Name: **CHORLEY, CLAYTON LE WOODS**
 Project Name: **MANOR ROAD PRIMARY SCHOOL**
 Address: **MANOR ROAD, PR8 7JR.**

Reference No: **05025**
 Project:

GROUND & FIRST FLOOR PLAN

Scale	Drawn by	Checked by	Date
1:100	AC/ACL		15/03/02
Project No.	Drawings	Revision	
	1/1	E5	

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An Access Audit was carried out by the Headteacher leading to the following plans:

Action Plan A – Improving Physical Access

Ref.	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							Prop	School
1	Approach to school	Repaint the zebra crossing across the entrance to the car park where the pupils cross to access the pathway on the route to their entrance.	Summer 2016	Medium		2017	✓	
2		Place signs in front of the disabled car park spaces. For wheelchair users signs should be placed between 1000mm and 1100mm above floor level.	Autumn 2024	Medium			✓	
3		Repaint the lines to the accessible parking bay in front of the annexe.	Summer 2016	Medium		2017	✓	
4	General Classrooms	The long term plan should be that acoustic ceilings are installed to all classrooms as part of their refurbishment and they should	Ongoing	Low			✓	

		certainly form part of any new classrooms proposed to any further development of the site.						
5	WC provision for disabled users	Install emergency alarm systems in the accessible toilets where needed.	Ongoing	Low			✓	
6		Inform the cleaning staff to check that alarm cords are untied and allowed to hang freely in case they are needed.	Ongoing	Low				✓
7		The chains should be changed to a disabled friendly mode of operation such as a flushing system which can be operated with a clenched fist.	Ongoing	Low			✓	
8	Means of escape	Fit a beacon/sounder system to the accessible toilets.	Ongoing	Low			✓	

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Action Plan B – Improving Curriculum Access

Ref.	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							Prop	School
1	Interventions	SMT to audit current interventions and their success/impact on progress.	Ongoing	High				✓
2	Provision Mapping	Annual production and implementation of provision maps and monitoring systems, with termly review.	Ongoing	High				✓
3	Provision Mapping	Provision mapping to be used across all year groups.	Ongoing	High				✓
4	Classrooms	Classrooms are organised to promote the participation and independence of all pupils.	Ongoing	High				✓
5		SMT to carry out an audit of resources to ensure that the physical environment and lessons meet the needs of all pupils in the class.	Autumn Term 2024	High				✓

Ref.	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							Prop	School
6	CPD	SMT to carry out audit of SEND knowledge, identify gaps and seek external advice if necessary.	Spring Term 2025	Medium				✓
7	CPD	SMT to deliver staff training in supporting pupils with SEND.	Ongoing	Medium				✓

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Action Plan C – Improving the Delivery of Written Information

Ref.	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
								School
1	Written materials, eg. Prospectus, newsletter etc.	School will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Low				✓
2	Website	School will review the format of information on the school website in order to ensure accessibility for all parents.	Ongoing	Low				✓