



Alvanley and Manley Village School Accessibility Plan

1. At Alvanley and Manley Village School, our children are provided with high quality learning opportunities to ensure that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Everyone in our school is important and included. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.
2. Our school has a duty to:
 - (a) not treat disabled pupils less favourably for reasons related to their disability
 - (b) make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
 - (c) plan to increase access to education for disabled pupils.
3. According to The Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.
4. The Equality Act makes it clear that every school and college must make reasonable adjustments. An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include;
 - (a) changes to physical features - for example, creating a ramp so that students can enter a classroom;
 - (b) providing extra support and aids (such as specialist teachers or equipment).
5. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 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.

6. An accessibility plan is a plan for-

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery of information to disabled pupils and/or parents/carers which is readily accessible to those who are not disabled.

7. Alvanley and Manley Village School continue to strive to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- (a) Increase access to the curriculum for pupils with a disability by securing relevant staff training and offering appropriate classroom organisation to ensure that pupils with a disability are as equally prepared for life as others. The school ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits.
- (b) Improve access to the physical environment of the school. This element of the plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by our school. It includes items such as building design, toilets and wheelchair access and ramps.
- (c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities or impairments. Examples might include handouts, braille, large print and the provision of information orally. The information should be made available in various preferred formats within a reasonable time frame.

Possible Accessibility Issue	Current position/action	Timescale	Person(s) involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed on a termly basis to ensure early identification of gaps in the progress of different pupil groups. Pupil progress meetings are held with class teachers termly to ensure early identification of gaps.	Pupil progress meetings termly Data analysis termly	HT and subject leaders HT, AHT and class teachers	HT reports to governors in full governing meetings held termly.
Meeting the needs of pupils with identified special educational needs and/or disabilities	Children on the SEND register have personalised child profiles which outline support given to each child.	Reviewed termly (October, February, May).	All teachers and 1:1/SEND teaching assistants SENDco (AHT)	HT monitors all child profiles during each review cycle. AHT monitors effectiveness of provision for each child.
Pupils with English as a second language	Pupils with English as a second language will be provided with resources to allow access to the curriculum. This may be with the support of an adult or with differentiated activities.	Weekly planning	All teachers	Data analysis termly to identify gaps in pupil groups.
Adaptive teaching	All teachers provide adapted work and activities to pupil groups to ensure all children have access to the relevant curriculum.	Short term planning Medium term planning	Class teachers	English and Maths subject leaders have access to all relevant planning. Book scrutiny and learning walks take place throughout the year.

Availability of written material in alternative formats	Staff aware of available resources through the local authority (Live Well).	On-going – when needed	Class teachers SENDco (JC)	Advice and information available to children, staff and parents as and when needed.
Curriculum access	All pupils have access to all areas of the curriculum. Additional support is given where needed in the form of adults or additional personalised resources. Adaptions are made to planning and resources to ensure all children access activities in school.	Short term planning Medium term planning	Class teachers SENDco (JC)	Activities and resources are adapted for individual and groups of children to ensure all can access the different areas of the curriculum. SENDco ensures that all children with SEND access all lessons with appropriate support.
Out of school visits/residential	All children are offered the opportunity to take part in out of school visits and residential trips. Where needed, extra provision or changes are made to the visit to ensure all children can participate. This may be additional adults, resources or alternative activities for children with physical disabilities.	On-going	Class teachers SENDco (JC)	Adaptions have been made to out of school visits to ensure all children can participate if they want to. Out of school visits and residential trips are researched by class teacher before booking to ensure they are suitable and accessible for all children.
Is the building designed to meet the needs of all pupils?				
Building Design	ALVANLEY: Access is available to all children and adults for the lower ground of the school. Easy access in through the front door (no steps) and access via ramps	On-going	Site Maintenance	Routine checks are carried out by the site maintenance officer. No access needed for pupils upstairs (staffroom and office). All toilets are located at ground level

	<p>through the Class 4 and hall door. Access to upstairs only via steps. Disabled toilet located at the back of the hall – disabled access to this. Children’s toilets easily accessible (no steps). Access for all children and staff onto the playground. No wheelchair access onto the field (too steep).</p> <p>MANLEY: Access via steps is available to all children and adults for the lower ground of the school. There is a ramp access on the Manley Road side of the building which brings you into the School Hall and most of the ground floor or into the Infant Classroom via a separate ramp. Access to upstairs only via steps. Disabled toilet is located by the school office and accessed through the ramp into the school hall. Children’s toilets easily accessible for Reception (no steps). Two steps down for Class 2 but access to disabled toilet</p>			<p>and have disabled access.</p>
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	without steps. Access onto the field and playground is across a road. Wheelchair access onto the field and playground by navigating around the outside of the school building and via ramps.			
Maintenance/improvement work	Site maintenance record and jobs book kept in offices. All staff have access to this and report any issues or improvements needed.	On-going	Site maintenance HT	Maintenance jobs book checked daily by site maintenance. Jobs discussed with School Office Staff or HT and completed at earliest convenience.
Identification of priority items	Necessary works reviewed and priority is given to those most important.	On-going	Premises governor HT Site maintenance	
Is written information available in different written formats for children, parents and carers?				
Availability of written material in alternative formats for parents	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	On-going	Class teachers Admin staff	
Availability of written material in alternative formats for children	All teachers provide adapted learning to pupil groups to ensure all children have access to the relevant curriculum. If needed, teaching staff consult with the SENDco or the appropriate	On-going	Class Teachers SENDco	Pupil progress meetings termly give the opportunity for class teachers to discuss any concerns or additional resources they feel they need. Teachers are in regular contact with the

	professional if further materials are needed in different formats for children.			SENDco for advice on alternative arrangements.
School website kept up to date to ensure relevant information is easily accessible for parents	All information on the school website is presented in written format. If requested, admin staff can request the information is given in different formats. E.g. Large print or in a different language.	On-going	Office staff HT	All information on the website currently in typed written format.
Make available when requested, school newsletters and other information for parents in alternative formats	All letters are sent home via email unless requested otherwise. If requested, school can present correspondence in different formats as mentioned above. Parents who struggle to read or understand letters are offered support by school staff and information is given orally.	On-going	Office staff Class Teachers HT	Office staff ensure letters are either emailed to parents or sent out in paper version if this has been requested. Office staff or Class Teachers support those parents who struggle to read the letters sent home through face to face or phone conversations.

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