Salisbury Manor Primary School
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Salisbury Manor Primary School

Accessibility Plan

Date of last review	October 2026	Review period	3 years
Date of next review	October 2029	Owner	EBM /SENCO Salisbury Manor Primary
Type of policy	Statutory	LGB Approval	To be approved

Introduction

Salisbury Manor Primary is committed to a broad and balanced, inclusive curriculum and to providing premises that are suitable and sufficient for all educational purposes, irrespective of special need or disability. Providing access and opportunities for all pupils without discrimination of any kind.

This plan is compatible with the below existing policies which can be found on our website, page.

- Admissions Policy
- Behaviour Policy
- Equal Opportunities Policy
- Personal Care Policy
- Safeguarding Policy
- Special Educational Needs Policy

This Accessibility Plan is also reflected in the Academy Development Plan. It is implemented and monitored by a range of teachers, the Senior Leadership Team (SLT) and the Local Governing Body (LGB). The plan can be accessed on the academy website

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation & Guidance

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

The Equality Act (2010) defines disability as when a person has a:

"Physical or mental impairment that has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities".

The Equality Act 2010 sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Our Vision and Values

At the Academy we:

- make all students feel welcome and are committed to representing all students in every aspect of academy life
- have high ambitions for disabled pupils and expect them to participate and achieve in every aspect of academy life
- are committed to providing a fully accessible environment and curriculum which values and includes all students, staff, parents/carers and visitors and fully meet their education, physical, sensory, social, spiritual, emotional and cultural needs
- are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion
- identify and remove barriers and respond to pupils' diverse needs so that disabled pupils can participate in every area of academy life
- measure all student's engagement with the Academy curriculum using engagement data and take action to support students to engage consistently
- regularly hear the voice of our disabled students, in the way of feedback, and act upon the findings

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our Accessibility Plan is divided into three sections:

Section 1 – Access to the curriculum and information

Section 2 – Access to pastoral support

Section 3 – Site accessibility

In each section we discuss accessibility in so far as it relates to disabled students. This will include disabled students who have special educational needs.

Section 1 - Access to The Curriculum

Differentiation is a fundamental aspect of teaching and learning at Salisbury Manor Primary with regular teacher training for all staff.

All staff are trained and monitored to ensure the curriculum is modified to meet the learning needs of students with disabilities and that target setting is effective and appropriate for them. Target setting is reviewed throughout the year and set changes are made based on attainment regardless of SEND need.

We ensure that disabled students have access to the curriculum in the following ways:

- Teachers are provided with detailed guidance on each individual student's needs so that they can plan for these accordingly. This guidance is provided by the SENCO, who is responsible for ensuring that the needs of all disabled students are met.
- Teachers make available the written material usually provided to all students in an appropriately presented form where necessary to disabled students, including pictorial, electronic and oral formats.
- Students who have an Educational Health Care Plan (EHCP) receive 1-2-1 support from a Learning Support Assistant (LSA) to further support their engagement and access to the curriculum. The level of support is relative to the students' needs identified on their EHCP.
- Students who are listed on the academy SEND register have their academic progress monitored and tracked by the Special Educational Needs Coordinator (SENCO) who ensures appropriate interventions are in place and that strategies are shared with teachers on the best methods of differentiation for individual students.
- Seating plans are made to meet the needs of SEND students where necessary with consideration of visually or hearing-impaired students. Seating plans also consider the needs of those whose mobility is impaired.
- The timetable is adjusted to ensure that the rooms in which disabled students are taught can fully meet their needs.
- Trips are planned to ensure that students with disabilities can take part.
- The PE curriculum is planned with SEND students in mind so many of the sports chosen can be adapted for SEND students to take part in. Where PE lessons involve activities that would be difficult for disabled students then alternative activities are provided.

Section 2 - Access to Pastoral Support

At Salisbury Manor Primary each year group has a Teacher who identifies and monitors student progress. The Teacher works closely with their designated Senior Leader to ensure no student is left behind and that all students including those who are disabled meet or exceed their expected progress.

We ensure that disabled students have access to the pastoral support in the following ways:

- Students including those who are disabled who are identified as requiring extra support are designated a mentor from the inclusion team. The mentors liaise with parents/carers and inform the SENCO, LSAs and teaching staff of any reasonable adjustments needed to make assist their mentee's success.
- Where safeguarding issues are identified, the Designated Safeguarding Lead (DSL) and their team will support disabled students as appropriate.
- If a disabled student is considered vulnerable, they will be supported through the Vulnerable Student Panel.
- Early help referrals are made, where necessary, by the Safeguarding team if disabled students have been deemed to be vulnerable.

Section 3 - Site Accessibility

Salisbury Manor Primary opened to the community in 2019 as part of United Learning Trust.
The site is designed to accommodate everyone.

We ensure that disabled students have access to the site in the following ways:

- The Site Supervisors, Facilities Manager and EBM lead regular inspections of the site to ensure it is in working order and improvements continue to be made to ensure that our building and grounds remain accessible to all disabled students now and will do so in the future.
- In and around the Academy paths ways and routes are free from hazardous and are regularly checked.
- All entrances are step free with doors wide enough to allow wheelchair access..
- All offices have first aid kits and trained first aiders are based on each level of the building.
- Disabled students can leave lessons early and arrive late to give them free movement in the corridors where needed.
- Disabled students are prioritised for lunch so that they do not need to queue.
- Disable students have access to disabled toilets.
- Special furniture, including adjustable height desks, are available where needed.

. Monitoring arrangements

- This document will be reviewed every three years or earlier if required. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead