

Manorbrook Primary School



Aiming for Excellence

Accessibility Plan

March 2026 edition

The Purpose of this Plan

This plan sets out how our school will increase access to education for disabled pupils and their families in three key areas:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to those with disabilities

Our school accessibility plan will be reviewed every three years and reported annually to governors.

What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following aims:

- Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- Avoid segregating or stigmatising any users
- Make provisions so privacy, security and safety shall be equally available to all users
- Ensure dignity in use for all users.

Definition of disability

The Equality Act 2010, part 6, defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as '*a year or more*' and 'substantial' is defined as '*more than minor or trivial*'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Reasonable adjustments for people with disabilities

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

General information about our school

You can find out about our school on our website here: <https://www.manorbrook.org.uk/>

What we have in place to make our school accessible

In the following sections it will be helpful to know that the school is set over two buildings, namely the infant and junior buildings. A single long car park extends across the front of both buildings, and the play areas to the rear are interconnected with a low gradient ramp.

Car Parking

There is a designated disabled parking space.

Dropped kerbs outside both buildings allow wheelchair access.

General Site Access

There is level, ramped access to the front, side and rear entrances of both buildings on the site, suitable for wheelchair users. Note: The front entrance to the junior building has a single step, with a handrail for support. There are also step-free entrances to the junior building at both sides and the rear.

All entrances to the infant building are step free apart from the bike shed entrance.

The three steps on the approach path to the junior block have a central handrail to allow use of either hand for support when moving up or down them. This approach has a tarmac surface replacing old slabs, providing a trip-free approach.

There is step-free access from both side gates onto the school playground, which are the main access and egress route for pupils.

Floors inside are step free and largely level, except for low profile strips (e.g. joining strips on door thresholds); eight of our twelve learning spaces can be accessed from the entrances. (Four are upstairs.)

PEEPs are written for all children with disabilities or who require support to exit the building safely.

Toilets/Hygiene Rooms

There are two accessible toilets – one in each building.

There are two wall-mounted, height-adjustable changing benches in the school, one in each accessible toilet, to provide safe, height-adjustable changing.

Specialist equipment

There is one height-adjustable desk in the school.

Hearing/Visual impairment

A hearing loop system is installed in the infant building.

All doors have are in contrasting colours.

Preparedness to print in large format (A4 or A3) or on different colours if necessary to support visual impairment.

Challenges to accessibility that we want to address

We wish to make the following improvements:

- Have more disabled parking options within the carpark
- Ensure that any development works pay due account to accessibility
- Explore automatic door-opening options in certain corridors

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|------------------|------------|
| Review Frequency | 3 years |
| Reviewed by | FGB |
| Latest version | March 2026 |
| Approved by | FGB |
| Next review due | March 2029 |

Accessibility Action Plan March 2026

Area 1: Increasing the extent to which disabled pupils can participate in the school curriculum

| | What we intend to do | What will it mean for students | Person leading / responsible | When it will be achieved |
|---|---|--|-------------------------------------|---------------------------------|
| a | Review and update teaching methods used to ensure lesson materials are provided in appropriate formats and task structuring based on need | Teachers are able to adapt their strategies for the needs of all learners to ensure full access to the curriculum (as appropriate) | Curriculum lead | September 2027 |
| b | Increase access to tablets and laptops with accessibility features | Technology is readily available for those with needs to use as appropriate to maximise the access to the curriculum | Computing lead/SENCO | September 2027 |
| c | Provide regular training on inclusive teaching practices | Practice is adapted based upon need to enhance accessibility to it | SENCO | Ongoing |

Area 2: Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

| | What we intend to do | What will it mean for students | Person leading / responsible | When it will be achieved |
|---|---|---|-------------------------------------|---------------------------------|
| a | Identify and mark additional dedicated disabled parking spaces | A guaranteed space for drop-off and pick-up that avoids kerbs for users | Head / LA | September 2026 |
| b | Re-mark all disabled parking spaces for greater clarity | A guaranteed space for drop-off and pick-up that avoids kerbs for users | Head / LA | September 2026 |
| c | Work with the Local Authority to explore possible improvements to pathways leading to the streamside gate | To facilitate side gate access for wheelchair or frame users. | Head / LA | By next review |

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|---|--|---|---------------|----------------|
| d | Approach Local Authority to request installation of drop kerbs where Chatsworth Park meets Park Road | To support access to school for mobility scooters, wheelchairs, frames. | Head / LA | By next review |
| e | Ensure clear accessibility for all into the new extension being built onto KS1 | Changes in height will be managed by ramps/lifts to overcome the obstacle | Head / LA | September 2027 |
| f | Ensure access to the Sensory pad is available for all | Changes in height will be managed by ramps to overcome the obstacle | SENCO / CoG | September 2027 |
| g | Investigate automatic door-opening options in certain corridors to support accessibility needs | Navigation of the buildings becomes easier for those with mobility issues | Head/LA/SENCO | Ongoing |

Area 3: Improving access to information in school, or about the school, for pupils or parents who cannot easily access it in a standard written format.

| | What we intend to do | What will it mean for students | Person leading / responsible | When it will be achieved |
|---|--|---|-------------------------------------|---------------------------------|
| a | Ensure that the website is fully accessible for all through text readers, alternative languages/colour schemes and font size changes | Visitors to the website will be able to manipulate the information to best suit their accessibility needs | Head/website team | December 2026 |