



# Accessibility Plan

## Manor Park Primary Academy

**From March 2024 to March 2027** (3 years – to be reviewed annually)

**This Accessibility Plan is reviewed annually to reflect the changing needs of pupils and the school context, including rising complexity of SEND.**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
<b>To improve access, progress and participation for children with communication and interaction needs, evidenced through improved engagement, communication attempts, and progress against personalised outcomes.</b>	C I	'Good Autism Practice' for selected TAs each year to improve provision.	SENCo	<ul style="list-style-type: none"> <li>• Time for training.</li> <li>• Course cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews.</li> <li>• Pupil feedback.</li> <li>• Staff feedback, CPD evaluations, lesson observations evidencing inclusive practice.</li> </ul>	Annually Delivered
		'Leading Good Autism Practice' training for SENCo	SENCo			Ongoing-annual subscription renewal
		In house Speech and Language Therapy from traded services.	SENCo	<ul style="list-style-type: none"> <li>• Subscription for SaLT carried forward to next year.</li> </ul>		Ongoing
		Regular CPD/INSET session for all staff to up skill and update SEND knowledge.	SENCo	<ul style="list-style-type: none"> <li>• Time for training.</li> </ul>		
<b>To improve access, progress and participation for children with sensory and physical needs</b>	C E I	Replacement of all classroom display boards for LED boards to improve accessibility for children with any visual difficulty.	Head teacher	<ul style="list-style-type: none"> <li>• Purchase of new LED boards as and when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• New LED boards in place as and when boards need replacing.</li> <li>• All items stored there to be removed to ensure facilities are operational.</li> </ul>	Ongoing
		Ensure personal care facilities in Early Years are fully functional and fit for purpose.	EY staff	<ul style="list-style-type: none"> <li>• Changing room facilities fully resourced.</li> <li>• Intimate care plan in place</li> </ul>		Ongoing

		To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance	All staff	<ul style="list-style-type: none"> <li>Time for pre-visits to locations (when necessary) and ensure suitable transport.</li> </ul> <p>Risk assessments and reasonable adjustments ensure pupils with SEND can participate fully in educational visits alongside their peers.</p>	<ul style="list-style-type: none"> <li>Parent feedback.</li> <li>Attendance of SEND pupils on visits</li> </ul>	On going
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<b>To improve access, progress and participation for children with cognition and learning needs</b>	C E I	To ensure full access to the curriculum by all pupils at an appropriate level.	All staff	<ul style="list-style-type: none"> <li>Work differentiated by depth.</li> <li>Regular home/school liaison.</li> <li>Advice from subject leaders.</li> <li>Advice from local authority advisors.</li> <li>Provision and resources fit the need of the child.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil feedback.</li> <li>Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews.</li> </ul>	On going
<b>To improve access, progress and participation for children with social, emotional, mental health needs</b>	E	To use the Pastoral area as a withdrawal / safe space.	Pastoral Lead	<ul style="list-style-type: none"> <li>Pastoral room accommodated to be fit for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Room fully operational.</li> </ul>	On going
		Organise training for all staff with current developments of SEMH.	Pastoral Lead	<ul style="list-style-type: none"> <li>Time allowed for induction when required and training included in school INSET.</li> </ul>	<ul style="list-style-type: none"> <li>All staff CPD up to date.</li> </ul>	On going

		To improve emotional regulation, attendance and engagement for pupils with complex SEMH needs.	Pastoral Lead  SENCo	<ul style="list-style-type: none"> <li>• Use of low-arousal, low-demand approaches</li> <li>• Individualised reintegration and part-time timetables</li> <li>• Nurture and relational approaches embedded across school</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Behaviour logs (reduction in incidents)</li> <li>• Pupil voice / wellbeing check-ins</li> </ul>	On going
<b>To ensure that provision for all children on the SEND register is appropriately disseminated to receiving teacher within the transition period.</b>	C I	Meetings arranged between teachers to ensure information about SEND is shared and good practice strategies are shared.	Class teams  SENCo	<ul style="list-style-type: none"> <li>• Time for meetings.</li> <li>• Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Termly SEND progress data, small-steps tracking, intervention records and EHCP outcome reviews..</li> </ul>	On going
		To increase awareness and understanding of the medical needs.	SENCo  School Nurse	<ul style="list-style-type: none"> <li>• Staff training if necessary for all staff who will be working with the pupil.</li> <li>• Meetings with the school nurse and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will have an enhanced understanding of specific medical needs that may affect children in the school.</li> </ul>	On going

The Accessibility Plan is monitored by the SENDCo and SEND Link Governor, reviewed annually, and updated in response to pupil need, parental feedback and school self-evaluation.