



Outcomes
First Group



MANOR WOOD
SCHOOL

ACCESSIBILITY PLAN

ACCESSIBILITY PLAN

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1.0 Aims and Context

Manor Wood School is legally required to ensure it meets its requirements as specified in the SEN and Disability Act 2001 extended to the Disability Discrimination Act 1995 (DDA), to cover education. The Governing Body alongside the Head Teacher have three key duties towards disabled children, under Part 4 of the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Manor Wood School, aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Manor Wood School is committed to providing an environment that enables full curriculum and school site access that values and includes all children, adults, parents, carers and visitors regardless of their educational, physical, sensory, social and cultural needs.

We will take positive action with regard to disability and in the spirit of the Equality Act 2010 aim to develop a culture of inclusion, support and awareness within the School. Our Accessibility plan will show how we aim to make reasonable and timely adjustments to accommodate needs where practicable

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring adults understand 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 school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including school adults and the local governing body.

2.0 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'longterm' 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.

Schools are required to make 'reasonable adjustments' for children and school adults with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child or member of the adult team faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises., availability to use certain medical room facilities or toilets.

3.0 Main Priorities

The main priorities for the plan from 2026-2028 are as follows:

- Increase the extent to which our children can participate in a full and varied curriculum
- Develop the physical environment of our school to increase the extent to which all our children, school adults and visitors can take advantage of our education
- Further develop more effective ways to communicate with our children - Roll out child friendly formats of information to assist children to have their voices heard such as in democracy
- Further develop visual reporting mechanisms to increase children's ability to report concerns, complaint's or safeguarding issues
- Further develop ways to communicate with our parents/foster parents regarding their children's education.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4.0 Action Plan

Aim 1: Increasing access to a full, rich and meaningful curriculum

Aim	Current good practice	Objectives (Therapeutic Intent)	Actions to be taken	Person responsible	Timeframe	Success Criteria
To ensure all children are enabled to fully access a broad, balanced and meaningful curriculum that supports academic progress, emotional regulation, life skills and enrichment opportunities. (This includes learning, wider enrichment, vocational pathways, clubs, sport, cultural experiences and educational visits.)	We provide adaptive teaching and curriculum delivery to meet individual need.	- To further develop a curriculum that is inclusive, flexible and responsive to SEMH needs. - To ensure child voice actively shapes curriculum design and delivery. - To strengthen enrichment opportunities including RE, MFL and accredited KS4 pathways. - To ensure all learning environments are visually supportive, predictable and child-friendly.	- Review and develop curriculum offer to ensure breadth and relevance (including RE and MFL). - Embed child led voice into curriculum planning and review cycles. - Develop consistently structured, visually supported classrooms across all areas. - LSA's deployed flexibly in response to emerging need and behaviour analysis.	Headteacher – Caroline Belchem Assistant Headteacher – Helen Clarke All School adults All School adults SLT	June 2026 – June 2028	- Children access a broad, balanced and adapted curriculum matched to need. - Increased engagement in learning and enrichment activities. - Increased access to accredited outcomes at KS4. - Consistent use of visual supports across all classrooms. - Evidence of impact through behaviour and engagement data.

Aim 2: Creating a therapeutic, accessible and enabling environment

Aim	Current good practice	Objectives (Therapeutic Intent)	Actions to be taken	Person responsible	Timeframe	Success Criteria
To ensure the physical environment actively supports regulation, accessibility, inclusion and wellbeing for all children, staff and visitors.	The environment is beginning to be adapted where required, including disabled facilities, ramp to main entrance and low-stimulus classrooms. Emergency evacuation plans would be in place where needed.	- To further develop a calm, safe and regulation-friendly environment that supports SEMH needs. - To ensure accessibility is fully embedded across all areas of the site. - To reduce sensory overload through considered environmental design.	- Improve acoustics across learning and communal spaces. - Maintain and enhance accessibility features (ramps, parking, access routes). - Review lighting, colour schemes and sensory impact in all rooms. - Ensure room accessibility is considered in all future planning and refurbishment.	Headteacher – Caroline Belchem Facilities Manager- Ryan Palmer Headteacher – Caroline Belchem Facilities Manager- Ryan Palmer Headteacher – Caroline Belchem Clinical Lead – Aimée Mukherjee SENDCo – Tom Filer Headteacher – Caroline Belchem Facilities Manager- Ryan Palmer	June 2026 – June 2028	- Learning environments support regulation and reduce sensory stress. - Full accessibility across site is maintained and improved. - Physical environment consistently supports engagement and safety.

Aim 3: Strengthening communication, voice and participation

Aim	Current good practice	Objectives (Therapeutic Intent)	Actions to be taken	Person responsible	Timeframe	Success Criteria
To ensure every child is able to communicate effectively, express their voice, and be actively involved in decisions about their learning and wellbeing.	We are beginning to use visual supports, adapted resources and personalised approaches to communication and feedback.	- To expand communication systems so all children can express needs, feelings and views. - To ensure communication is accessible, child-centred and consistent. - To strengthen pupil participation in reviews, planning and safeguarding understanding.	- Implement and embed communication supports (e.g. Communicate in Print, Makaton, BSL where appropriate). - Develop accessible formats for Annual Reviews and PEP feedback. - Adapt school signage and visual communication systems. - Ensure all children understand their support plans in an age-appropriate, trauma-informed way.	All School Adults SENDCo – Tom Filer All School Adults All School Adults led by SLT	June 2026 – June 2028	- Children are confident communicators and can express views safely. - Communication systems are consistently embedded across school. - Improved engagement in reviews and planning processes.

Aim 4: Strengthening safeguarding voice and child-centred reporting systems

Aim	Current good practice	Objectives (Therapeutic Intent)	Actions to be taken	Person responsible	Timeframe	Success Criteria
To ensure all children can safely report concerns, worries or safeguarding issues using accessible and child-friendly systems.	Safeguarding information and reporting routes are in place across the school – currently through adult communication with children	- To ensure safeguarding and complaint systems are fully accessible to all children. - To embed child led voice in safeguarding communication design.	- Establish focus groups with children to co-produce child-friendly safeguarding and complaints materials. - Review and redesign safeguarding posters for accessibility and clarity. - Ensure reporting systems are consistently visible and understood by all children.	Headteacher – Caroline Belchem Clinical Lead – Aimée Mukherjee Deputy Head - Patrick Holness SENDCo – Tom Filer Headteacher – Caroline Belchem Clinical Lead – Aimée Mukherjee Deputy Head - Patrick Holness SENDCo – Tom Filer Headteacher – Caroline Belchem Clinical Lead – Aimée Mukherjee Deputy Head - Patrick Holness SENDCo – Tom Filer	June 2026 – June 2028	- Children can clearly identify how to report concerns. - Safeguarding communication is child-friendly and accessible. - Increased confidence in speaking up and reporting.

Aim 5: Strengthening family partnership and communication

Aim	Current good practice	Objectives (Therapeutic Intent)	Actions to be taken	Person responsible	Timeframe	Success Criteria
To build strong, consistent and trusting partnerships with parents and carers to support their child holistically.	Open door policy, regular contact, and structured engagement opportunities are in place.	- To strengthen structured, meaningful conversations with families that reflect both academic and emotional development. - To further embed partnership working in a relational and consistent way.	- Introduce structured parent/carers conversations at least annually, reflecting academic, social and emotional progress. - Continue open door and engagement opportunities (open days, meetings, drop-ins). - Strengthen home-school communication pathways.	Headteacher – Caroline Belchem SLT All School Adults All School Adults	June 2026 – June 2028	- Improved parent/carers feedback and engagement. - Families report stronger understanding of child progress and needs. - Increased consistency between home and school approaches.

4.0 Monitoring arrangements

This document will be under ongoing review as the school continues develop, at least 6 monthly. We recognize there will be further additions to this document over time.

It will be approved by the Governing Body.

5.0 Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- School development plan