

**Outcomes
First
Group.**

Accessibility Plan

**Policy Folder:
Safeguarding**



Document History

Version	Comments/amendments	Name	Date
1	Version 1	Headteacher	September 2020
2	Version 2 changes to future planning timeline	Executive Head	June 2021
2	No changes	Executive Head	June 2022
3	Version 3 Additional Teaching Spaces	Headteacher	March 2024
4	Version 4 Addition of therapeutic provision updates	Clinical Lead	April 2024
5	Version 5 Action Plan Added	Headteacher	Jan 2025
6	Version 6 – updated action plan	Headteacher	Jan 2026

This Accessibility Plan is compliant with current legislation and requirements as specified in [Schedule 10, relating to Disability, of the Equality Act 2010](#). The Headteacher at Manor House School is accountable for ensuring the implementation; reviewing and reporting on progress of the Accessibility Plan over a prescribed period.

Manor House School statement of purpose

“Discover potential, enjoy success, prepare for life.”

Manor House School combines education with a wellbeing and therapeutic approach in order to deliver measurable outcomes both academically and socially.

- We provide a safe, supportive environment in which our students can thrive.
- We listen to parents/carers and work together to support our students.
- We empower students to be the best versions of themselves, by improving regulation and therefore behaviour and wellbeing.
- We increase students’ resilience.
- We get to know our students individually.
- We ensure individual, flexible learning pathways are well planned to engage our students.
- We have a diverse, innovative, and unique curriculum that inspires and engages our students.
- We listen to our students, and we are creative in finding solutions when they have difficulties.
- We build confidence to ensure student success.
- We have a focus on life skills in order to prepare students for an independent life after Manor House School.
- We celebrate success at every opportunity.

Definition

“A person has a disability 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 carry out normal day to day activities” (Equality Act 2010). Physical or mental impairment includes sensory impairments and also hidden impairments.

The Disability Discrimination Act (1995) defines “**substantial**” as “**more than minor or trivial**”. “**Long-term**” means “**has lasted or is likely to last more than 12 months**”.

The definition is broad and includes children with a wide range of impairments, including but not limited to learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes ahead of the next review date. This reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Manor House School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. increase access to the **curriculum** for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; this covers teaching and learning and the wider curriculum of the school such as participation in cultural activities and school trips. It also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

The Current Position – curriculum, physical access, written information:

- The school's data system/MIS (iSAMs) is available for all staff.
- Advanced planning for students based on good information from the placing/funding Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, communication, cognition, behaviour).
- High quality documentation: ITEPs, wellbeing support plans (WBSPs) and personalised risk assessments (PRAs), One Page Profiles
- Tiered intervention is provided – at Manor House School we implement a tiered therapeutic intervention based on a universal, enhanced, specialist model. Therapy is embedded into the curriculum.
- Outstanding learning and teaching across the school

- Termly Progress Reviews enable all pupils to discuss their learning, both academic and therapeutic.
- EFL data combined with academic and therapeutic assessment is used to measure the progress and achievement of specific students and set SMART targets with high expectations
- Modified teaching materials to suit different communication/sensory needs. This is across all lessons, school trips and social opportunities.
- The curriculum is designed to empower teachers to use a range of multisensory teaching methods to engage students and facilitate understanding for all students e.g. practical work, fine motor skills, appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory /kinaesthetic, etc.
- Staff are encouraged to adapt teaching methods and classroom management techniques to support students with sensory sensitivities.
- For identified students there are Augmentative and Alternative Communication (AAC) systems in place to enable all students to access the curriculum. All staff are trained to Level 2 in Makaton and are encouraged to sign and use symbols with students. Identified students are provided with Now and Next Boards and Visual Timetables.
- Visual Supports and Wayfinding - visual timetables, pictures, schedules, strategy and cue cards and charts are used to help students understand routines and expectations. School signs include Makaton signs for clarity.
- Students' therapeutic needs are reviewed termly using the Rainbow Review. This allows therapeutic provision to be fluid, moving between tiers as needed. Their level of provision helps them to access the curriculum the best they can.
- Manor House School employs Speech and Language Therapists, Occupational Therapists and Psychotherapists all of whom set termly targets for students, to be delivered universally, enhanced or as specialist sessions.
- Classroom audits are completed regularly to ensure maximum attention is paid to reducing background noise and distractions in classrooms.
- Established Student Council in place meeting weekly to discuss issues and concerns at student body level.
- Staff are trained on the benefit of structured movement breaks and how best to deliver these.
- Identified students are provided with assessment based sensory diets which can be delivered by Teaching Assistants with students as and when needed in order that students are best regulated to be able to access the curriculum.
- Soundproofing boards (sound dampeners) are used in areas where there is acoustic overload.
- Window film is used to control brightness and reduce glare.
- Sensory-friendly seating options are prescribed by Occupational Therapists for identified students (e.g.: wobble stools, weighted blankets, or fidget tools). Other sensory-friendly materials for classrooms are supplied like pencil grips, textured paper, or noise-reducing headphones.
- Staff are trained on sensory needs and implementing sensory strategies.
 - Visual timetables are produced for pupils if necessary
 - Class work is carefully differentiated to ensure it is in line with pupil ability
 - Private rooms are available for consultation with Parents/carers
 - Newsletters to be completed Termly in a suitable format
- The school was sensitively refurbished initially in Summer 2019 and then further improvements in Summer 2023 and Autumn 2023 (Upper School & Life Skills Area). Further works completed on outdoor spaces Easter 2025.
- Level car park with disabled bays marked.
- Disabled access to the main school building accessible from rear car park.
- Intercom access at front entrance
- Compliant toilet facilities
- All internal areas appropriately lit.
- Provision can be adapted to ensure appropriate modifications are made should a student require support with disabilities including blindness, deafness, or wheelchair access whether this be permanent or temporary. This includes relocating teaching spaces to ground floor with accessible toilets, access

to outside spaces, access to the dining hall, the use of sign language (BSL and Makaton), and providing braille materials. Staff are trained to Level 2 Makaton. Two members of staff are BSL Level 6 trained.

Priorities for 2025 – 2026

The forward plan will be developed in response to pupils, staff and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to;

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
- To ensure that pupils, staff and parents are consulted to ensure the development of the Accessibility Plan
- Personal Emergency Evacuation Plans when required
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs.
- To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly'
- Ensure all classrooms meet the minimum standards document.
- Ensure wayfinding and expectations are symbolised and accessible to all students.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Development of additional classrooms to meet the demand from local authorities in regard to demand.
- Personal Emergency Evacuation Plans when required
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly'
- Continue to review curriculum
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include symbolised hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. Manor House School wishes to seek information of how key stakeholders would like to receive information when they become involved with the school.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should not be read in isolation and other school policies should be considered, these include (but not limited to);

- Curriculum Policy
- Health & Safety Policy
- School Behaviour Policy
- School Improvement Plan

The plan will be monitored through the Senior Leadership Meetings and Health and Safety Committee

3. Action plan

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

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success Criteria
To ensure curriculum is accessible to all students	'Now and next' boards for students Visual timetables Adapted work and resources 3 pathways for students to achieve	Plan for new students joining Manor House School Adapt current practice Staff CPD around immersive and adaptive teaching	Maintain Gold TIP accreditation Audit classrooms from TIP perspective half termly and provide staff feedback	All staff Overseen by WLT and Clinical	July 2026	Student voice will capture support provided and confidence levels in accessing their curriculum
To improve the dining hall décor and acoustics	Lunch is split into 3 sittings to minimise the noise for all students	To redecorate the walls to add warmth and make the space more visually appealing	Quotes to be obtained for installation of booths and paint costs	SLT, Clinical and facilities	September 2026	More students access and use the dining hall at lunch times

	Calm kitchen in operation for students with sensory needs	To install 'booths' for students and staff to sit in To install acoustic boards to lower the noise disruption	Work with student council to decide on colour options			
To achieve Dyslexia Friendly School status	LASS/Nessy/Rapid testing for Dyslexia to identify traits for targeted support Large part of curriculum designed around dyslexia friendly approaches to benefit all students	Students with dyslexia or dyslexic traits to receive correct support and materials to access the curriculum	Intervention staff member to attend training to disseminate to all staff	Interventions Lead overseen by SLT	Summer 2026	Whole school approach to supporting students with dyslexia

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We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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