



Accessibility Plan

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Approved by:	Inclusion Committee	Date:
Last reviewed on:	October 2025	
Next review due by:	October 2026	

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Introduction

At Cedars Manor School we believe that children have one chance at a successful education and must have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

Aims and vision statement

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve and maintain access to the physical environment for all stakeholders;
- Improve the availability of accessible information to disabled pupils.

Cedars Manor School is a happy place where everyone has an opportunity to shine. Expectations are high, individuals are valued and there are a wide range of educational opportunities available for all. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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 pupils, parents, staff and governors of the school. Surveys were distributed and their findings have been included in the action plan below.

Strategy

1. The school will identify the nature of the school population including pupils and staff already in school and moving through it and the nature of the future intake (using advance information from pre-school/primary school etc).
2. The school will audit the school's strengths and weaknesses in working with disabled pupils and staff with the aim of continual improvement.
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits.
4. The school will review the building and identify parts of the school to which disabled pupils and staff have no or limited access.

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5. 5. The school will consider the impact on disabled pupils and staff on the way the school is organised, for example, school policies and practices around the administration of medicines and the physical environment of the school.
6. The school will review the ways in which information is currently provided for disabled pupils and staff. Accessibility Policy and Plan
7. The school will report its findings to key stakeholders without breaching confidentiality.
8. 8. The plan will be informed by the views and aspirations of disabled pupils themselves and their families.

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. The Equality and Human Rights Commission stresses that there is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect.

Physical impairment includes: arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, HIV, cancer, multiple sclerosis, severe disfigurement, people registered as blind or partially sighted. Mental impairment includes conditions such as dyslexia, autism and learning disabilities such as Down's Syndrome and mental health conditions such as depression and schizophrenia.

The disability provision in the Act includes a duty for schools to make reasonable adjustments for disabled people. In summary this means:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then a school must take reasonable steps to try and avoid this disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

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.

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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equalities Policy
- Special Educational Needs & Disabilities (SEND) information report
- Supporting pupils with medical conditions policy.
- Education Visits Policy

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. · It will be approved by the Governing Body.

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Action Plan

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

Aim	Current Good Practice	Next Steps	Lead People	Time Scale	Success Criteria
Increase access to the curriculum for pupils with a disability	Hearing Impaired <ul style="list-style-type: none"> • Teacher of the Deaf • Staff who can use Sign Supported English • Support from the Harrow Sensory Team • Use of Sym Writer • sign supported English • Colourful semantics • Visual phonics • Adapted key texts (sensory team) 	For deaf awareness to be promoted through <ul style="list-style-type: none"> • Staff training • Peer training • Clubs • Deaf awareness assemblies • Signing in assemblies • Signing language posters • School Website Ensure that more staff are trained to use visual phonics and Sign Supported English	Inclusion team	September 2023	The school will be able to provide support to other settings when setting up quality first provision for deaf pupils.

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	<p>Visual Impaired</p> <ul style="list-style-type: none"> • Use of matt laminated sheets • As we have a new build, the door frames, steps etc... all have contrasts that meet the desired level. • Adapted key texts as required (sensory team) with enlarged print as needed. • Exercise books with darkened lines • Termly visits from the Vision Impairment specialist teacher. 	<p>To invite professionals from the Children's sensory team into school to carry out a site survey with a focus on meeting the needs of pupils with a visual impairment.</p>	<p>Inclusion Team</p>	<p>September 2022</p>	<p>Recommendations are implemented to support those with a visual impairment.</p>
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	<p>ASD</p> <ul style="list-style-type: none"> • Visual support • Pre-talking when changes are planned for • Access Oak classroom for pupils who require a less stimulating environment. • Zone of Regulations across the school 	<p>To ensure that pupils access the sensory room at the children's centre.</p> <p>Professionals from The Centre of ADHD and Autism to be invited to complete a site/environment survey and other support and advice.</p> <p>To embed the use of Pupil Passports so that staff can quickly find out about triggers and preferences.</p>	<p>Inclusion Team</p>	<p>Ongoing</p>	<p>The school will be able to meet the needs of pupils with ASD with greater clarity around meeting the needs of individuals.</p>
	<p>Other SEND provision</p> <ul style="list-style-type: none"> • Support and guidance from other setting and agencies e.g. links with Woodlands School, Educational Psychologist, Harrow Counselling Service, The Children's Sensory team • Access to National College to ensure that staff can access relevant training. • Access to Oak class for pupils with complex needs 	<p>As we are taking more and more pupils with complex needs, the school is learning how to adapt its provision and learn new skills. This is an ongoing piece of work and will continue to be developed as circumstances change.</p>	<p>Inclusion Team</p>	<p>Ongoing</p>	<p>The school will be better able to meet the needs of pupils with complex needs.</p>

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	<ul style="list-style-type: none"> Assistant Psychologist support for staff supporting children with SEND. 				
Improve and Maintain access to the physical environment	<ul style="list-style-type: none"> The school building has been designed to meet a wide range of needs e.g. lift, visual contrasts, sound field system. In the staff car park, parking arrangements for a person with a disability have been reviewed so that there is a clearly labelled space and the railings by the ramp allow wheelchair users to access the site. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	<ul style="list-style-type: none"> Invite wheelchair user stakeholders to visit the site and report any challenges that they have. Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school 	Site Manager	Ongoing	<ul style="list-style-type: none"> A wheelchair user would be able to come on and off site with as much independence as possible. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change

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<p>Improve delivery of information for pupils with a disability.</p>	<ul style="list-style-type: none"> • Many of the good practice features listed above are applicable. • Sym Writer is installed on a number of Chromebook so that it can be used more widely across the school. • All teaching assistants have been invited to take part in an introduction to BSL training programme 	<ul style="list-style-type: none"> • To further develop the use of ICT to support the recording and presentation of pupil ideas. • To continue to review curriculum and resources to ensure that there are sufficient opportunities for all pupils to understand the needs of a range of people with disabilities 	<p>All teachers</p>	<p>Ongoing</p>	<p>The school will provide suitably adapted material and resources to pupils who need this.</p>
<p>Improve delivery of information for parents with a disability.</p>	<ul style="list-style-type: none"> • Parents can access information on the school website and via the school app. • Text messaging system in place for deaf parents • Adults routinely read and share school letters and other information where adults cannot read them. • Receptionist can use BSL • Camera at the gate so that Deaf parents/adults can sign. 	<p>Action advice/suggestions following stakeholder visit listed above.</p>	<p>Office staff</p>	<p>Ongoing</p>	<p>The school will provide suitably adapted material and resources to stakeholders who need this.</p>

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All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Educational visits guidance clear and followed by staff • EVC monitors trips in line with accessibility plan 	<ul style="list-style-type: none"> • Develop guidance on making trips accessible • Ensure venues and means of transport are vetted for suitability 	EVC / Inclusion Team	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Additional adults support PE lessons	Review PE curriculum to include disability sports	PE Specialist Inclusion Team	Annually	All pupils have access to PE and are able to excel, for example via support from an adult