



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: October 2026
Last reviewed on:	October 2026	
Next review due by:	October 2027	

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Introduction

At Cedars Manor School we believe that all children have the right to access a broad, balanced, relevant and adapted 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, disability or learning difficulty. The school also has an ARMS provision which accommodates up to 7 children with hearing impairments supported by specialist teachers of the deaf.

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 pupils with disabilities can participate in the curriculum;
- Improve the physical environment of the school to enable pupils with disabilities 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 pupils with disabilities.

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 including those within our hearing-impaired unit without discrimination of any kind.

Our school is committed to ensuring staff are trained in equality matters with reference to the Equality Act 2010, including understanding disability issues, those that can be seen but also hidden disabilities.

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 pupils with disabilities and staff with the aim of continual improvement.
3. The school will review the opportunities for the participation of pupils with disabilities in after school clubs and school visits.

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4. The school will review the building and identify parts of the school to which pupils with disabilities and staff have no or limited access.
5. The school will consider the impact on pupils with disabilities 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 pupils with disabilities and staff. Accessibility Policy and Plan
7. The school will report its findings to key stakeholders without breaching confidentiality.
8. The plan will be informed by the views and aspirations of pupils with disabilities 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 pupil with a disability 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 pupil with a disability 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 pupil with a disability 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 (x2) Staff who can use Sign Supported English Support from the Harrow Sensory Team Use of SymWriter Shape Coding Visual phonics Adapted key texts (sensory team) Termly equipment checks by the Educational Audiologist Pre and post teaching Understanding of deafness curriculum 	For deaf awareness to be promoted through: <ul style="list-style-type: none"> Peer training Deaf Awareness assemblies School Website Staff are confident using the BSL learned signs to communicate throughout the school day A higher proportion of Pupils 1:1 session with the TOD are held within the main classroom Staff INSET on the use of SymWriter to make adaptations and resources to support inclusive practice in the classrooms as QFT. 	Inclusion team	Sept 2027	Pupils will thrive, belong and achieve within our Deaf Resource Base. Pupils will be able to communicate with their peers through sign supported English.

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	<ul style="list-style-type: none"> • Displays for all pupils in school to learn BSL • A lunchtime BSL Club • External Deaf role model visits • All assemblies are sign supported • Weekly staff CPD for BSL – Sign of the Week • Playground signs to promote awareness of key BSL signs • Deaf Awareness Week • Deaf centred books to support pupil understanding and deaf awareness • Radio Aid coverings to allow pupils to access Swimming lessons • Classrooms have a sound field system to enhance the sound spoken 				
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	Visual Impaired <ul style="list-style-type: none"> • Use of matt laminated sheets • Doors and door frames are contrasting colours • Adapted key texts as required (sensory team) with enlarged print as needed. • Termly visits from the Vision Impairment specialist teacher. • Personal device to mirror the IWB 	For visual impairments to be promoted through: <ul style="list-style-type: none"> • Adapted resources with enlarged fonts • Books have double lines or enlarged squares • Site Survey to assess the accessibility for visual impairment 	Inclusion Team	Sept 2027	Adaptations will ensure that pupils with a visual impairment can achieve to their full potential and are included in all aspects of school life.
	ASD <ul style="list-style-type: none"> • Visual support • Social Stories • Work stations in the classroom with limited stimulus • Smaller intervention rooms for emotional regulation 	<ul style="list-style-type: none"> • Development of a Sensory Room • Action the recommendations following the PINS environmental audit <ul style="list-style-type: none"> - Embed Zones of Regulation providing resources that can be used to support independent regulation - Create sensory toolkits for calm spaces / 	Inclusion Team	Sept 2027	Pupils will be equipped to manage their wants and needs through reasonable adaptations to the curriculum.

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	<ul style="list-style-type: none"> Adapted daily planning that is targeted for individual needs Zone of Regulations are being used across the school External Professionals – ASD Advisors ASD Advisor works with classroom teachers to support the delivery of teaching and learning Classroom Passports which outline triggers/ strengths and adaptations required Enrichment at lunchtime to provide a calm space / engagement 	<p>lunchtime spaces / classrooms</p> <ul style="list-style-type: none"> Consistent approach and symbols used for classroom Visual timetables which will be actively used to support transitions and reduce cognitive overload. Strengthen movement break provision and become embedded practice <ul style="list-style-type: none"> Staff will receive Positive Handling Training Non-verbal communication cards will be used by all staff members 			
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	<p>Other SEND provision</p> <ul style="list-style-type: none"> • Working with external agencies: -The Helix -Kingsley High School -Educational Psychologist -Harrow Counselling Service -The Children's Sensory team • Continuous professional development for staff • Mental Health Practitioner • Thrive Practitioner • Pet Therapy • Whole Class Body Scanning 	<ul style="list-style-type: none"> • Support from SEND schools to strengthen our provision: Kingsley Service Level Agreement • Embed the THRIVE programme • Strengthen the provision of body scanning • Ensure all book corners/ reading areas are linked to our Peace Corners and provide a calm space 	Inclusion Team	Ongoing	Recommendations from external partners will strengthen SEND provision across the school.
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Improve and Maintain access to the physical environment	<ul style="list-style-type: none"> The school building, built in 2017 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 are designated disabled bays 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"> Annual reminder to parents and carers through newsletter to communicate any accessibility issues so that reasonable adjustments can be supported. 	Site Manager	Sept 2027	<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 with disabilities have full access to all areas of school PEEPs are prepared and reviewed as individual needs change
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Improve information sharing for parents with a disability.	<ul style="list-style-type: none"> Parents can access information on the school website and via emails. School staff signpost parents to key information All staff learn a new BSL sign each week Signing in at the office can be done using the entry camera and inventory for parents who use BSL 	<ul style="list-style-type: none"> Provide an interpreter for sign supported English 	Inclusion Team	Sept 2027	The school will provide suitably adapted material and resources to stakeholders who require adaptations.
All school visits and trips are accessible to all pupils	<ul style="list-style-type: none"> Educational visits guidance is followed by trip organiser Trips and visits are planned in line with the accessibility plan – venues and transport arrangements are carefully considered Risk assessments for all trips are completed and approved by the EVC or HT. EVC monitors trips are in line with the accessibility plan 	<ul style="list-style-type: none"> All staff complete CPD on leading an educational visit 	EVC / Inclusion Team	Sept 2027	All pupils are able to access all school trips and take part in a range of activities to enhance their school experience.

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	<ul style="list-style-type: none"> Medical officer, CT and EVC share key information for pupils during trip planning 				
Ensure that PE curriculum is accessible to all pupils	<p>PE curriculum that is regularly reviewed</p> <p>Additional adults support PE lessons</p> <p>Strong links are formed between Hatch End High School and CMS where pupils participate in sporting events</p> <p>Reasonable adjustments are made to ensure all pupils can attend swimming lessons regardless of a disability or medical condition.</p>	<ul style="list-style-type: none"> Promote disability sports – enrich pupils understanding of these types of sports and how these are played Sports week – learning about disabled athletes 	<p>Specialist PE Leader from Sports Play Motion</p> <p>Inclusion Team</p> <p>PE leader</p> <p>Medical Officer</p>	Sept 2027	All pupils have access to the PE curriculum and are able to excel, thrive and achieve.