



Plymouth Grove School Accessibility Plan

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Purpose of this Document

- To outline the vision guiding Plymouth Grove Primary School
- To develop a policy that is supported and implemented by the whole school community; children, parents and carers and staff based on our shared values of respect, equality and friendship
- To create a caring, family atmosphere and safe environment in which learning and teaching can take place.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To provide all stakeholders with an increased understanding of equality and diversity based on the Rights Respecting Approach

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1. Aims

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 a disability 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 the availability of accessible information to disabled pupils

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.

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 staff are trained in 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.

Manchester's Inclusion Strategy Toolkit can be used to ensure accessibility of the curriculum, physical environment and information for pupils with special educational needs & disabilities ([SEND](#)) in Manchester.

The vision for Manchester's children and young people with SEND is that they achieve their potential in education, have happy and fulfilled lives, have choice and control and make a successful transition to adulthood. This is supported through Manchester's 'All-Age Disability Strategy', 'Our Manchester, Our Children' and the Manchester Locality Plan.

Manchester City Council recognises and actively promotes the removal of physical obstacles for learners with a disability and supports advances in technology to strengthen and enhance communication, teaching and learning to ensure education, the curriculum and information is more accessible.

Manchester City Council supports 'The Social Model of Disability' and promotes an asset based approach. Through the removal of barriers Manchester will have a 'disabled people-friendly city'.

These strategies have been developed so that everyone can benefit from and contribute to the City's success. They are bold approaches that focus on people's strengths and help unlock the potential that exists in the City.

We have carefully considered and analysed the impact of this policy on equality and the possible

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implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Manchester City Councils' Schools will:

- recognise the potential of vulnerable pupils, reduce barriers to their achievement and inclusion and develop a strong culture for success
- focus on enhancing the life chances of their most vulnerable children
- plan for and teach children with learning needs through a range of proven interventions
- Review and feedback to governors on the progress towards the accessibility action plan
- use a range of inclusive teaching strategies
- take an informed view of the possible literacy and mathematics interventions that will be utilised
- ensure effectively supported transition of vulnerable children and young people
- evaluate a range of outcomes of their current additional provision and the value for money it provides; make informed decisions about how best to target available funding in the future
- provide effective professional development for staff and governors
- keep parents and carers informed in line with school policies and the requirements of the 0 - 25 Code of Practice
- use interpreters where necessary

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.

2. 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](#), '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.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

3. 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.

4. Links with other policies

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

- Educational visit policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Behaviour for Learning Policy