

Contents:

Statement of intent

1. [Legal framework](#)
2. [Definition](#)
3. [Roles and responsibilities](#)
4. [Accessibility Plan](#)
5. [Equal opportunities](#)
6. [Admissions](#)
7. [Curriculum](#)
8. [Physical environment](#)
9. [Monitoring and review](#)

Statement of intent

Manor Church of England Academy seeks at all times to be a witness to Jesus Christ. As a Christian school, we aim to provide a Christian education for all our pupils; our Christian
ciousness,
patience, kindness, compassion, loyalty, forgiveness and being just. Combined with the
of our policies and practices.

Manor CE Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every student is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, students, parents/carers and visitors.

Signed by:

_____ Principal Date: _____
_____ Chair of governors Date: _____

2. Definition

2.1. A person

4.

5. Equal opportunities

5.1. Manor CE Academy strives to ensure that all existing and potential students are given the same opportunities.

5.2. Manor CE Academy

- 7.1. Manor CE Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. Manor CE Academy aims to provide a differentiated curriculum to enable all students to feel secure and make progress.
- 7.4. The Director of Learning for each subject and the SENCO will work together to adapt a student My Support Plan (MSP) with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a student, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of students with SEND in place at the school.
- 7.9. Detailed student information on students with SEND are given to relevant staff in order to aid teaching
- 7.10. Specialist resources are available for students with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. Manor CE Academy is committed to ensuring that all students, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of Manor CE Academy to which students with disabilities have limited or no access to.

- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.5. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.6. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The governing body and Vice Principal will review the policy in collaboration with the SENCO s support.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.