

Sir Roger Manwood's School



Accessibility Plan

Date of Approval: June 2026

Next Review: June 2029

1. Overview

Sir Roger Manwood's School is committed to ensuring that all students have the right, and equality of opportunity to access an outstanding education

This Accessibility Plan has been drawn up in consultation with the staff and governors of the School.

This statement sets out the ways in which Sir Roger Manwood's School provides access to education for students with a disability.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
- Improve access to the physical environment of the school;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities;
- Attached is an Action Plan, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis;
- It is acknowledged that there will be the need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Single Equality Scheme
- Health & Safety Policy
- SEND Policy

- Behaviour Policy

As curriculum policies are reviewed, sections relating to access will be added where appropriate. The Accessibility Plan will be monitored by the SLT, Estates Manager and SEND and Health and Safety Governors and reported back to the Governing Body.

2. KCC Plan

This plan is written in relation to KCC's long term goals, which are to:

- Improve access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 2010 in conjunction with the Equality Act (2010) and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

- Increase access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after school activities, leisure, sporting and cultural activities or school visits. Therefore, additional resources, including human resources and equipment will need to be purchased if felt necessary and appropriate for an individual's needs.

- Improve the delivery of written information to disabled students

We will ensure that written information normally provided by the school will take account of students' disabilities and parents' preferred formats and will be made available within a reasonable timescale. This will be decided with the adult /carer's permission and adjustments will only be made if this meet the needs of the individual and improves the accessibility to the curriculum.

All children and young people with physical disabilities will have access to an appropriate Kent maintained school or Academy for secondary education.

2.1 Legal background

The Disability and Equality Act 2010 requires all schools and LAs to plan to increase the accessibility of schools for disabled students. LAs must produce an Accessibility Strategy covering all maintained schools in their area, and each school must produce its own Accessibility Plan.

2.2 Definitions

The Disability Discrimination Act (2010) describes a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded – Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

- People who have had a disability in the past that meets this definition are also protected by the Act.
- Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability.
- Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for an Education and Health Care Plan, not all disabled students have a Special Educational Need. Equally, not all students with a Special Educational Need will necessarily have a disability under this legislation.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial

- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
normal day-to-day activities include everyday things like eating, washing, walking and going shopping.

2.3 Access in respect of children and young people and people with Physical Disabilities and/or Sensory Impairments

The Disability Discrimination Act requires that where a physical feature makes it impossible or unreasonably difficult for disabled people to make use of the service, reasonable steps must be taken to remove it, alter it, or provide a reasonable means of avoiding the feature. Physical features include: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilet and washing facilities, public facilities (such as reception areas), lighting and ventilation, lifts and escalators. This is not an exhaustive list of features, which are not confined to buildings or the indoor environment. They could include seating in a garden, climbing apparatus or when on school trips.

The main areas that impact on access will be reviewed whenever this plan is reviewed or any new site work is done. These include:

- Car parks and footpaths;
- Ramps and ramp systems
- Doors and door controls
- Lifts and lifting devices
- Sanitary conveniences
- Handrails and hardware
- Signage and way finding
- Lighting and acoustics
- Finishes and decorations
- Furniture and equipment
- Stairs / stairways Emergency access routes
- Medical areas Toileting and changing facilities
- Communications, alarms & security systems

2.4 Access in respect of children and young people with Significant Learning, Behavioural or Communication and Interaction Needs

The LA Accessibility Strategy recognises and addresses the crucially important issues related to improving access for children and young people with these particular difficulties. The LA supports schools in developing accessibility plans to enhance inclusion opportunities for children and young people with significant learning, behavioural or communication and interaction needs. This may, for example, include children and young people with profound and complex learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, complex emotional or behavioural difficulties, or those presenting challenging behaviours arising from other complex needs such as autism, attention deficit hyperactivity disorder or obsessive-compulsive disorder. While the expectation is that the majority of these needs will be met through school accessibility plans and the development of whole school approaches, enhanced curriculum access for some of these children and young people will be achieved through the development of resourced main stream provision. In addition to the potential need for physical changes and adaptations, this type of provision may also require specialist teacher, therapy and/or teaching support or peripatetic support and advice, materials, and/or training in specific teaching and Learning approaches.

2.5 Strategies and Targets

Building Access

All building projects that adapt, replace or add to existing building stock must also improve accessibility. All building projects where additional school places are provided must:

- be fully accessible
- provide appropriate washroom facilities
- have included, at the feasibility stage, an analysis of the present and future access needs of children and young people. Following that analysis, the building should be designed to meet those needs.

Resources

Some of this work will be undertaken by schools using their Delegated Capital Fund and Devolved Capital Fund for building maintenance and improvement informed by an accessibility audit of the school. This funding should be considered to resource school accessibility plans, with access for children and young people with any and all disabilities considered whenever planning for maintenance work (e.g. internal redecoration, replacing floor coverings, replacing broken door furniture) is undertaken.

Use of Resources and Prioritising

The LA will work in partnership with schools to enhance the curriculum access of all children and young people whose difficulties and/or impairments amount to a disability as defined by the Disability Discrimination Act 2010. Support for funding for the capital costs of this type of provision will come from School Access Initiative funding to be made available to individual schools or groups of schools as appropriate to address any particular curriculum access needs of individual children and young people or groups of children and young people with these types of disability.

Monitoring arrangements

This plan will be reviewed formally by the Headteacher and Governors. Should it be necessary adjustments may be made before this date if to accommodate the needs of students.

APPENDIX 1

Accessibility Assessment – Physical Environment

A. A Block. Level floor access only available through reception doors. Portable Ramp available for rear access to A Block, via courtyard entrance.

B. B Block. Full access to building includes a disabled toilet.

C. C Block. Access to ground floor teaching C101-104 via field side. Canteen and main hall are accessible. Canteen food service available with assistance from catering staff as self-selection would not be safe. Disabled toilet is at bottom of Drama Studio stairs. Access is available in two directions. (Through main hall and via car park entry door.)

D. D Block. Music rooms all accessible. C Block disabled toilets are close enough to access.

E. F Block. Entry available in two downstairs science labs.

F. G Block. Entry available to all ground floor classrooms G101-G106. Entry to DT block available. Sports hall disabled toilet is close enough to access.

G. Sports Hall. Access to both sports hall and gym available. Disabled toilet and changing rooms also available.

H. H104 classroom available

I. Notable areas where access would not be available

- A block ground floor (used for IT, Maths, Science and Politics)
- A block first floor (used for Maths, Science and Philosophy.)
- C Block first floor (used for Modern Foreign Languages)
- C106 and C107 have raised threshold and are below ECW of 750mm.
- Film Studies and Drama Studio have no ramp access
- G Block first floor (used for Geography)
- H101-H103 (used for assorted lessons including Sports and Economics)
- Grange (currently used for sixth form private study)
- Pavilion

J. A block, C Block and G block all have a number of stepped entries and exits from their buildings which would not be available to a wheelchair user, except on the ground floor which would be accessible, using the portable ramp.

K. All external entrance steps have been edge painted bright yellow and all internal stairs have three colour delineation except stairs in HMH house going to first floor. Renewed biannually.

L. Disabled parking bay available in Reception Car Park and Main Hall

M. There is no braille signage available

N. All blocks have external entry doors with ECW of 800mm.

O. All classroom doors have a minimum ECW of 750mm.

Accessibility Assessment respect of Children and young people with Significant Learning, Behavioural or Communication and Interaction Needs.

Physical accessibility needs of these students are identified above. Also it is recognised that in most cases accessibility to the curriculum is achieved through whole school approach (in particular differentiation of teaching approaches delivered by mainstream teaching staff). However, in respect of some SEND additional support is required to access the curriculum.

This part of the assessment is listed by need:-

Specific Learning Difficulty (SpLD): while the majority of students who experience these difficulties have their needs addressed by appropriate adaptations to classroom work, further accessibility is provided by:-

- Support from Learning Support Assistants (either on 1:1 basis or in class)
- Support from Specialist Special Needs teacher
- Provision of school issued laptops

Social, Emotional and Mental Health (SEMH) and Speech, Language and Communication Needs (SCLN): the majority of these needs are met through differentiation and appropriate adaptation in the classroom. In some circumstance these needs would be addressed by availability of disabled/accessibility toilets, and this is referred to in the Physical Environment assessment. However, additional support which is offered to enable curriculum and school life to be fully accessed includes:-

- Support by Learning Support Assistants (either on 1:1 basis or in class)
- Support by Specialist Special Needs teacher
- Access to SEND and or Curriculum Support Rooms
- Access to one of two mental wellbeing areas of the school
- Engagement with School Counsellor

Hearing Impairment: covered through physical accessibility assessment and in-class strategies. Addressed without the need for further modifications and in conjunction with Specialist Teacher Service

Visual Impairment: covered through physical accessibility assessment and differentiation of print and font sizes in class. Is being addressed without the need for further modification and in conjunction with Specialist Teacher Service.

Physical Disability: addressing the needs of those students with physical disability is included in the **Physical Environment** section.

Participation in Extra-Curricular Activities: Students with SEND are actively encouraged to participate in extra-curricular activities where this is reasonably possible.

Participation in School Visits (including residential visits): the school supports such activities and works with parents/carers to facilitate participation. In some circumstances parents/carers will be allowed to accompany their children, and provision of additional support staff (e.g. LSA) would be considered as and when appropriate. However, it has to be recognised that the School does not have responsibility for addressing accessibility and SEND issues, these would need to be thoroughly investigated by the Trip Leader prior to a students' participation being confirmed. Where appropriate a risk assessment would also be need to be undertaken by the Trip Leader in order to support a child's participation.

Appendix 2

Abbreviations used in table:

Wheelchair user, **A**mbulant, **V**isual, **A**udio, **L**earning Difficulties.

1 – Urgent, 2 – Essential, 3 – Desirable, 4- Long Term

Location	Accessibility Issue	Remedial Measures Proposed	Disability Criteria	Priority	Estimated Cost
A Block Ground Floor	Limited level floor access	Level floor access only available through reception doors. Reception inner doors are below Effective Clear Opening (ECW) width of 750mm for existing buildings. Both doors would need to be widened.	W/A	1	£800 per door frame
A Block First Floor (Library study, Science and Maths, Boys toilets)	No lift access	Re-room teaching to ground floor location.	W/A	2	No cost
A Block disabled toilet facility	Insufficient resources	Disabled access toilets would need to be introduced to the block.	W/A	1	£7,000
C Block Ground Floor (Drama Studio)	Insufficient door clear opening width	Drama studio cannot be accessed due to steps and would not allow ramp access. There is insufficient ECW to go through head of sixth form's office.	W/A	1	£3,500

		A conforming door would need to be put into a window space.			
Disabled changing Facilities Pavilion	Toilet and shower facilities plus ramp access	There are no disabled changing facilities in the pavilion, these will be required to support lettings and future use of the external sports facilities	W/A	1	£15000
C block ground floor (Film Studies)	No ramp access	Film studies would need to be re-roomed.	W/A	2	No cost
C105 and C106	Insufficient door clear opening with	Re-room teaching to other ground floor location.	W/A	2	No cost
Canteen Exit (next to toilets has stepped entrance/exit)	Reduced Level floor access.	Entry through new canteen doors and exit through courtyard. Can use temporary ramp for step exit.	W/A	2	No cost
F Block 1 st Floor (Science)	No Lift Access	Re-room teaching to ground floor labs.	W/A	2	No cost
G Block Ground floor (Art, DT and Geography)	Limited level floor access	Entry and exit available in main doors but all classroom fire exits are stepped so a temporary ramp would be required.	W/A	2	No cost
G Block First Floor (Geography)	No lift access	Re-room teaching to ground floor	W/A	2	No cost

H Block	No ramp access	All lessons for H101,102 and 103 would need to be re-roomed.	W/A	2	No cost
CCF (extra-curricular activities)	No ramp access	Temporary ramp to be used	W/A	2	No cost
Classrooms	Access to learning activities in classrooms	Provision of specialist wheelchair sized desks for practical science and DT lessons.	W/A/V/A/D/L	2	£3,000 per desk
Classrooms	Access to learning activities in classrooms	Auditory aids	A	2	Radio aid £1000
Stairs	Delineation of stairs	Correct colour nosing required on stairs to first floor by Head's office in A Block	V	1	£25 per step
Signage	No braille signage	Braille signage required for navigation into all required rooms	V	2	£40 per sign.