



Lady Mannors School

Accessibility Plan

Policy No:	087
Reviewed by:	DR
Approved by:	Curriculum and Students Committee
Minute No:	Min CS21/25
Review Cycle:	Three Yearly
Last Reviewed:	28 January 2025
Next Review Date:	January 2028

Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed annually by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here:
<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

Lady Manners is a fully inclusive school where we treat all students fairly and with respect. All students have equal access to a broad and balanced curriculum, extra-curricular activities and the wider life of the school. We aim to provide a learning community which considers the needs of individuals and where individuals are valued, feel secure and have a sense of belonging. The emphasis is to maximise achievement, raise self-esteem, realise individual potential and prepare young people for adulthood.

We endeavour to make all reasonable adjustments to remove barriers to learning and progression. In planning the curriculum, students' diverse learning needs are considered and appropriate learning challenges set. The Learning Support Team provides intervention strategies to support identified students and all staff have the responsibility of planning and delivering lessons that maximise the potential of all students. Specialist learning resources are purchased to target specific learning difficulties and structural changes are made. These include improving acoustics, lighting and accessibility to the school site to ensure full integration into the life of the school.

The purpose of this plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of the facilities and services provided
- Improve the availability of accessible information for all students

The Governing Body recognises its responsibility to meet 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 with disabilities as someone that has a physical or mental impairment which has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison to other students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.