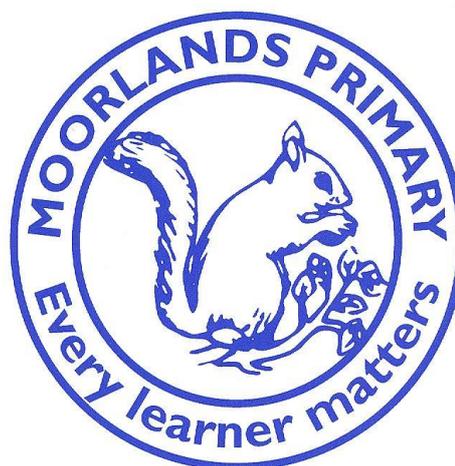


Accessibility Plan

Academic Year 2021-
2024



This policy should be read in conjunction with:

- Supporting Children with Medical Conditions Policy
- Intimate Care Policy
- SEN and Inclusion Policy
- Health and Safety Statement of Intent / Procedures and Guidelines
- Teaching and Learning Policy
- Equal Opportunities Policy
- SEN Code of Practice (2014)

Signed by Head Teacher

Miss. R Wright

Signed by Chair of Governors

[Signature]

Review Date 22/06/21





Moorlands Primary School

Accessibility Plan 2021-2024

Introduction

Purpose of the Plan

At Moorlands Primary School it is our aim to provide an education that enables all pupils to reach their full potential, regardless of ability, gender, faith, race or sexual orientation. We therefore aim to improve and maintain an appropriate environment and ensure the best possible delivery of the curriculum in order that the disabled community may fully participate and achieve their best. Moorlands Primary School is committed to collecting a wide range of pupil and family information for improved accessibility and equality.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools are required to take an organisational approach to formulating policy and practices, which positively promote disability.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.



Complaints

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies can be requested from the school office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Moorlands Primary School will address the priorities identified in the plan. The plan is valid for three years 2021-24 but is reviewed annually.



Moorlands Primary School
Accessibility Plan 2021 - 2024

Targets / Focus	Training	Timescale	Actions: Monitoring, evidence, evaluation (So what? What, Why, Where, How)	Who is responsible?	Evaluation	
<i>Education and Curriculum</i>						
1	Increase access to the curriculum for pupils with a disability	Curriculum training as appropriate SEN training for 1:1s / TAs as appropriate Liaison with relevant support agencies	Autumn term initially then ongoing	<ul style="list-style-type: none"> Identified children to have specialist equipment and arrangements which are to be implemented throughout the year in accordance with specialist advice. 1:1 programmes to be carried out following specialist training, eg physiotherapy, speech therapy, Occupational Therapy etc Ensure all classrooms are appropriately laid out for pupils with physical / learning / behavioural difficulties, for ease of access and continuity of routine Workstations to be identified for specific children as part of specialist provision Regular review of provision, adaptations and equipment as appropriate Inclusion of all pupils in curriculum lessons where appropriate, including those on individualised provision to ensure they are receiving their entitlement 	SENCo Class teachers / TAs	<ul style="list-style-type: none"> Is there full compliance with all advice provided by outside services eg EP / Outreach / Specialist Teacher Advisors etc? Are lessons starting on time with clear routines for specific children in place? Are classrooms fully inclusive and accessible for all pupils? Are EHCP pupils fully included into the curriculum to the best of their ability? Is planning highlighting pupils who may require adapted provision for accessing the curriculum? Are IEPs / IBPs matched appropriately to the needs of identified pupils?
2	Improve the availability of accessible information for disabled pupil: Improve the delivery of written information to pupils	ICT training in use of software appropriate for staff. Contact/release time to liaise with agencies as appropriate	Audit Aut 1 Ongoing	<ul style="list-style-type: none"> Audit of ICT skills- particularly for Teaching assistants and 1:1s SR: training in use of software as appropriate Use of WIDGIT software for use of symbols to accompany writing. Use of Join.me to mirror IWB on Ipads for pupils with visual impairments Coloured overlays / paper shades for those with reading difficulties Staff use of Dyslexia and English difficulties document developed by SENCo. Increased use of ICT opportunities for pupils with fine motor control / handwriting difficulties. Use of word processing and / or recording through use of talking tins, Ipads, Dictaphone etc Use of Gross and Fine Motor Control Programmes as provided by Schools Therapy Service to support pupils with physical disabilities where appropriate 	SENCo SENCo SENCo Class teachers / TAs Support agencies	<ul style="list-style-type: none"> Are WIDGIT symbols being used for children with communication difficulties? Is Join.me being used for those with Visual impairments? Review of SEN / inclusion evidencing use of Dyslexia resources? Is there evidence of ICT used effectively to support pupils in lesson observations? Is there evidence of programmes being used and implemented effectively?
3	Improve communication regarding those with additional needs / disabilities across all members of the school community	CPD for all stakeholders as appropriate Autism Training	End of Autumn term Aut 1	<ul style="list-style-type: none"> Club procedures and guidelines for coaches leading clubs with pupils who have additional needs Increased accountability for Class teachers in supporting pupils in their own classes across the school community Behaviour plans shared as appropriate with relevant staff for specific children Care plans shared with class teachers and updated with parents and relevant agencies at least annually Clear guidance document for children accessing out of school activities and clubs and school trips where adult support is required, to be shared with family. Transition plans for pupils with additional needs 	SENCO Class teachers All stakeholders SENCo / CTs SENCo	<ul style="list-style-type: none"> Are club leaders appropriately informed of pupils with additional needs attending clubs? Are all procedures and guidelines being followed appropriately? Are pupils with additional needs able to access clubs, with reasonable adjustments made where possible? Is there increased accountability by CTs? Is there improved communication about the needs of identified pupils?



4	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg Diwali, Eid, Christmas</p> <p>Ensure that the curriculum, including assemblies, promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p>	As Appropriate	Ongoing	<ul style="list-style-type: none"> • Intercultural calendar identifying key celebrations throughout the year • Question of Faith Days booked for each year group based on Christian aspects of key concepts • Range of planning across key cultural celebrations available for staff to use as starting points for own classes • Monitoring of provision across the school- are the same classes exploring a range of different cultures and celebrations? • Monitoring of displays- do they promote diversity in terms of race, religion, gender and ethnicity? 	<p>Class teachers</p> <p>All stakeholders</p>	<ul style="list-style-type: none"> • Are children aware of a range of cultural events celebrated throughout the year? • Do books and pupil interviews reflect an increased awareness and understanding of different communities? • Do staff have an increased awareness and understanding of different cultural celebrations? (Questionnaire) • Do displays reflect greater diversity in all year groups?
6	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement in the school Council by election, class assemblies and fundraising</p>	As Appropriate	Ongoing	<ul style="list-style-type: none"> • See school council Leader Action Plan (CPe) 	<p>Class teachers</p> <p>All stakeholders</p> <p>School Council Leader (CPe)</p>	<ul style="list-style-type: none"> • Do pupil interviews reflect that children are given the opportunity to contribute to the life of the school? • Does planning show that this is of high importance for teachers? • Are the children involved in a range of activities and events promoted by class and school councils?

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Targets / Focus		Training	Timescale	Actions: Monitoring, evidence, evaluation (So what? What, Why, Where, How)	Who is responsible?	Evaluation
<i>Site Accessibility and Maintenance</i>						
1	<p>Improve and maintain physical environment for pupils to take better advantage of education. Benefits and facilities in school (<i>outside</i>)</p>	Identified as appropriate	Ongoing	<ul style="list-style-type: none"> Repaint all outdoor steps to ensure they have a clear yellow warning stripes for those with Visual impairments Ensure all accessible entrances are free from clutter and appropriately maintained. Adhere to regular health and safety walks highlighting appropriate maintenance required and completing them in a timely manner Risk assessments to be in place for all pupils with additional physical disabilities highlighting adaptations to me be made for specific classrooms and shared areas Appropriate grounds maintenance, including wooded areas to ensure easy access for all. Maintain clear path for wheelchair users. 	<p>Site Manager</p> <p>All stakeholders Head teacher</p> <p>Site Manager / SENCo Site manager</p> <p>All stakeholders</p>	<ul style="list-style-type: none"> Are all steps clearly showing visible yellow stripes and are regularly checked? Do health and safety records show evidence of walks and checks? Are there risk assessments in place for pupils with additional / physical needs? Is the wooded area clear for access by a wheelchair user?
2	<p>Improve and maintain access to the physical environment for pupils to take better advantage of education. Benefits and facilities in school (<i>inside</i>)</p>	Identified as appropriate	Ongoing	<ul style="list-style-type: none"> Ensure library shelving can be accessible to all pupils Ensure all classrooms and corridors are kept clear and in good order, to ensure easy access and movement around school site by those with additional needs Ensure appropriate lighting levels for pupils with Visual impairments Appropriate signage to be considered for key areas around school, particularly in classrooms with children who have specific needs (eg signs for toilets / shared areas / water / safety etc) Use of WIDGIT symbols and signs as appropriate. Physiotherapy room / disable toilets to be free from clutter and ready for use. Appropriate storage of resources in shared areas, keeping the floors and areas clear from clutter and tidy. This includes classroom spaces. 	<p>SLS All stakeholders Site manager</p> <p>All stakeholders</p>	<ul style="list-style-type: none"> Are resources stored securely and appropriately by all stakeholders? Are shared areas and corridors clear from clutter and easily accessible at all times? Are there appropriate signs displayed around school for specific children? Can the physiotherapy room / disabled toilet be easily used and are free from clutter?