

# Moat Hall Primary School



## Accessibility Plan

### Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was agreed by the Governing Body in September 2019

It is due for review on September 2020

Signature ..... Date .....

Head Teacher .....

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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 disabled pupils 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.

At Moat Hall Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Moat Hall Primary School aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
  - with special educational needs
  - and / or disabilities

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

As stated above, Moat Hall Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs

- Equal Opportunities
- Moat Hall Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Moat Hall's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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.

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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with pre-school providers to prepare for the new intake of children into Foundation	To identify pupils who may need adapted or additional provision	each year May to July annually	HT EYFS Leader and teachers	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & AHT/SENCo	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo and all teaching staff, extracurricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

	and colour schemes, clear signage and more accessible facilities and fittings.			
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

### **Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

#### **4. 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 board and headteacher.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy