



## MOORHILL PRIMARY SCHOOL

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### **Moorhill Accessibility Plan 2023-25**

The aims of the Accessibility Plan:

This plan outlines how Moorhill Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The academy council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Academy councillors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit:

1.1. The academy council will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the academy council will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the academy council will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the academy council will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the academy council will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after considering pupils’ disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to the curriculum:

Target	Who	Timescale	Outcomes/Success Criteria
Learning aids to be produced.	SENCO, class teachers & TAs	As needed	Resources from whole school training made available for use e.g. dyslexia friendly resources and resources for visually impaired pupils, autism inclusion.
Intervention training for support staff.	SENCO, Autism Inclusion Team. Behaviour Support	As needed	Support staff able to work with increased knowledge and provide appropriate resources for pupils.
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP reviews, SSP’s & school assessments	Pupil needs reviewed and being addressed.

Training for teachers on adaptive teaching for children as required.	Head of School, Executive Headteacher & SENCo	As needed	Teachers are able to more fully meet the requirements of children's SEND with regards to accessing the curriculum.
Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. - Ongoing monitoring from SENCO. - Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	SENCo, SLT & Middle Leaders.	Half termly	All pupils have equal access to a broad and balanced curriculum.
Staff trained to meet individual medical needs of pupils where applicable.	SENCo NHS Nurse team Diabetic, Anaphylaxis, Epilepsy & Asthma.	As needed	Staff to access training for specific needs. Epi pen training and diabetes, epilepsy awareness training for relevant staff in line with pupil needs.

Access to the physical environment:

Target	Who	Timescale	Outcomes/Success Criteria
Ensure each area of the school has wheelchair access and egress.	Head of School. Executive Headteacher & SENCo	As needed	The environment is adapted to the needs of pupils Children to have PEEP's if needed.
Check yellow edging to steps & levels if needed	Site staff	Route checks	Visual separation of areas clear to access.

Access to information:

Target	Who	Timescale	Outcomes/Success Criteria
Understand the needs of pupils and ensure information is available in relevant formats • Large print • Pictorial or symbolic representations	SENCO Class teachers	As needed	Pupils have access to curriculum information and all other school information in a format that meets their needs.

The school makes itself aware of the services available through the LA, Shaw Education Trust for converting written information into alternative formats.	Head of School & Executive Headteacher	As needed	Pupils have access to curriculum information and all other school information in a format that meets their needs.
Pupil Voice: Children are given opportunities to share their concerns, their views and their ideas.	All Staff	Ongoing	Adaptations are made as needed.
Communication with Parents <ul style="list-style-type: none"> <li>• Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</li> <li>• Ensure parents meet and can contact SENCO at any time.</li> <li>• Parents meet regularly with SENCO to access further support and advice.</li> <li>• Ensure that the annual report to parents of SEND is accessible and informative for parents.</li> </ul>	All Staff	Ongoing	Parent/school communication is strong. Parents confidently contact SENCO for support.

July 2024