



Moorside Primary Academy

ACCESSIBILITY PLAN

Review cycle: 3 Years

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Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan...	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

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.

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.

The Enquire Learning Trust's Equality plan, states that: "The duty is an anticipatory and continuing one that. The Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our academies will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act." It also states: "We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this."

The Enquire Learning Trust 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 staff and, where appropriate, parents and pupils.

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.

This plan complies with our funding agreement and articles of association.

Action plan.

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objective	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for pupils who need it.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Outcomes are set effectively and are appropriate for pupils with</p>	<p>To improve pupils' understanding of disability so they value individuality .</p> <p>To improve and support the staff's understanding of ways to increase access to the curriculum for children with disabilities</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Circle Time specifically addressing the disabilities of children in classrooms with their peers</p> <p>Purchasing of further resources for specific disabilities to support better access to the curriculum</p>	<p>S.I E.P L.G</p> <p>Teaching staff</p>	Ongoing	<p>Increase visual presence of resources which include people with disabilities as well as race / gender etc</p> <p>Reduction in the need for these specific circle times in the upper years because of the work lower down in school</p> <p>All children with disabilities will have range of resources to ensure full access to the curriculum</p>

	additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.		CPD on the above actions and specific disabilities and how to cater for these in school			
Improve the delivery of information to pupils and parents/carers with a disability	<p>Use of platforms that allow for translation and dictation. Our school uses a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>To ensure that all members of the school community are able to access information</p> <p>To ensure that parents/carers with a disability are able to access parents' evening</p>	<p>Provide information in alternative formats as required.</p> <p>Provide information with regards to child's progress via telephone or offer home visit</p>	<p>S.I E.P L.G</p> <p>Teaching staff</p>	Ongoing	Information is accessible to all members of our school community.

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 Academy Improvement Committee and recommended to Trustees of the Enquire Learning Trust for approval.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) information report
- Special Educational Needs and Disabilities (SEND) policy
- Supporting pupils with medical conditions policy
- Administering medicines policy

Appendix 1: Accessibility audit

<u>Feature</u>	<u>Description</u>	<u>Action to be taken</u>	<u>Person responsible</u>	<u>Date to complete actions by.</u>
Number of storeys	Moorside Primary Academy is split over two levels with lift and stair access.	N/A	N/A	N/A
Corridor access	Each corridor, passageway or aisle is wide enough for a wheelchair user to maneuver and for other people to pass. Each corridor is free from obstruction to wheelchair users and from hazards to people with impaired vision. Floor surfaces allow ease of movement for the wheelchair user. There is sufficient circulation space allowed for wheelchair users.	N/A	N/A	N/A
Lifts	We have one lift leading from downstairs to up. There is sufficient space for a wheelchair user and maintenance is kept up to date.	Checked regularly	Site Manager	Ongoing
Parking bays	Access to car park is clearly marked. There are some	There are two parking bays, consider if we need more	SLT	July 2024

	<p>kerbs but most of the area is flat. The surfaces are smooth and slip resistant and are wide enough. The car parks are free from hazards such as bollards, litter bins, outward opening windows and doors or overhanging projections. There are specified parking bays for people with reduced mobility. Car parking is as near to the entrance as possible. The route is kept free of snow, ice and fallen leaves</p>	<p>compared to the size of the school.</p>		
Entrances including Reception Area	<p>The entrance door is clearly distinguishable. The glass door is visible when closed. There is clear visibility through the door/way from both sides at standing and seated levels. The door opening when opened will permit passage of a wheelchair or double buggy. The door furniture can be used at both standing and seated height and can be easily grasped and operated. There is a delayed closure on the door. When</p>	<p>Consider a delayed closure on the inside door.</p>	SLT	July 2024

	<p>both doors are open they are adequately wide enough for wheelchair manoeuvre space beside the leading edge of the door to clear door swing.</p> <p>The office has a security button that can be easily reached from standing or sitting.</p> <p>The lobby layouts enable all users to clear one door before going through to the next.</p>			
Ramps and steps	<p>Moorside Primary School is a relatively flat site. There are no ramps required to school. Nursery has a slight permanent ramp to the entrance to the main door. The ramps are wide enough and suitably graded. There are handrails on one side. The ramps and steps are adequately lit. Some of nosings marked are faded and need repainting in yellow.</p>	<p>There are no nosing marks on the step next to the ramp in Nursery.</p> <p>Check the surfaces of the ramp are slip resistant.</p>	Site Manager	ASAP
Toilets	<p>There is a WC provision for people with disabilities on all floors.</p> <p>All doors are fitted with locks and are easily gripped</p>	<p>Ensure someone is responsible for attending to the call buttons and check these work on a regular basis.</p>	Site Manager	Ongoing

	<p>and operated. Ambulant disabled people can manoeuvre and raise and lower themselves in standard cubicles. Provision is made for wheelchair users. The wheelchair approach is free of steps/narrow doors and obstructions. The location is clearly signed. There is an emergency call system and have a designated person to respond. The wheelchair WC compartment is large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance. The fittings arranged do facilitate these manoeuvres. Suitable grab rails are fitted in all the appropriate positions to facilitate use of the WC. The manoeuvring area is free from obstruction e.g. boxed-in pipework, radiators, cleaner's equipment, disposal bins, occasional storage etc.</p>			
Internal signage	Means of escape signs are visible from both sitting and	There are no tactile signs and information for those	SLT	July 2024

	<p>standing eye levels, are in upper and lower case and have large enough type to be read by those with impaired vision. Some signs are designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels.</p>	<p>with impaired vision. More signs are required and should be reviewed in each building.</p>		
Emergency escape routes	<p>Escape routes are maintained clear of obstructions which could create hazards for people with visual disabilities. Escape routes are clearly marked around school with a map showing the Fire Escape at the call points. Evacuation Route Maps are available for each building. Fire doors are easily distinguished and provide adequate access for a wheelchair user. The door mechanism function is checked regularly. There is a visible as well as audible fire alarm system in place. All final exit routes are accessible to all including wheelchair users, as are entry routes. There is a</p>	<p>Staff to familiarise themselves with the Fire Evacuation Procedures as part of the Health & Safety Training.</p>	<p>All staff ongoing and annual issue of the policy and plan</p>	<p>Ongoing.</p>

	<p>'management evacuation strategy' for staff, pupils and visitors and staff are trained in evacuation procedures. The evacuation strategy is checked on a termly basis for its effectiveness. Evacuation routes are checked routinely and regularly for freedom from combustible materials, obstacles and locked doors. All fire warning devices and detectors are checked routinely and regularly.</p>			
Evacuation Chair	There is an evacuation chair on the upper level of school.	Staff need updated training on how to use the Evacuation chair.	Debi Metcalfe	October/November 2023 – training booked