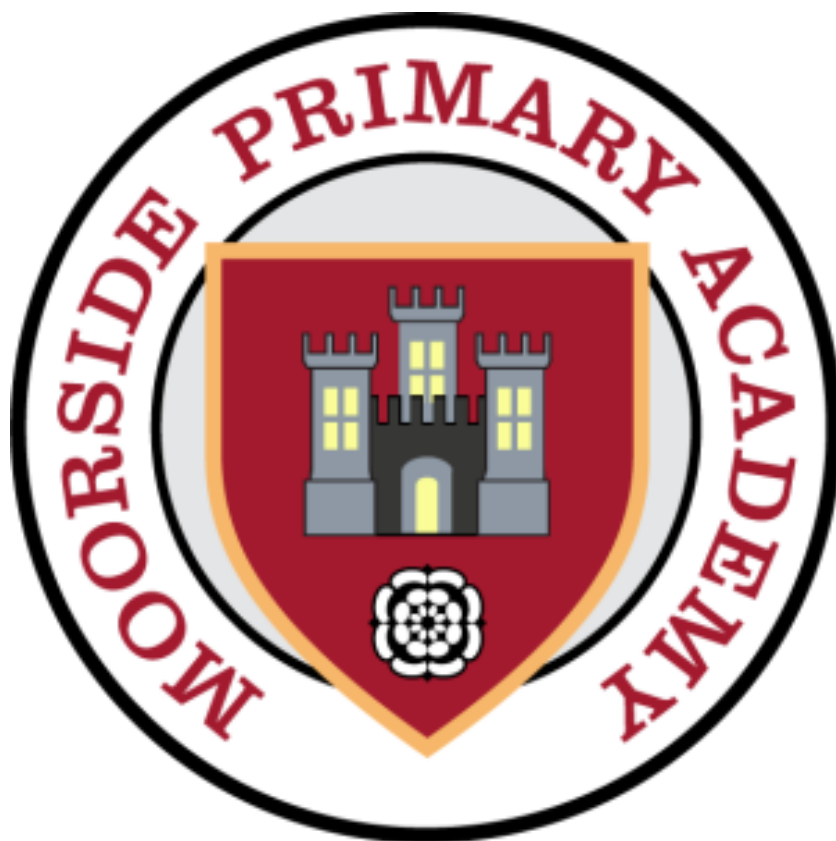




Accessibility Policy and Plan

2026-2029

(3-year cycle)

Statement of Intent

Moorside Primary Academy we know that a child's success lies in their happiness. We aim to ensure that all pupils are given the same chances to achieve, whatever their ability. Through a graduated response, early identification and robust support, we ensure that appropriate activities are modified; reasonable adjustments and adaptations are made so that every child has the opportunity to achieve. Everyone in our school is important and included. We promote an ethos of care and trust where every member of the school community feels that they truly belong.

At Moorside Primary Academy, we aim to:

- Value all pupils in our school equally.
- Ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- Ensure all pupils make good or better progress regardless of their difficulties or disabilities.
- Recognise and address the particular needs of every child within our school.
- Offer high quality support to ensure all needs are met.
- Promote an inclusive ethos at every opportunity.

Date: September 2026

Date for review: September 2029

Accessibility Policy

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Policy and Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

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

The Accessibility Policy and Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Moorside Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality. The Moorside Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Policy and Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);

this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Moorside Academy Accessibility Policy and Plan relate to the key aspects of physical environment, curriculum and written information.

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.

This Accessibility Policy and Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- SEND Information Report

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Policy and Plan will be published on the school website.

The Accessibility Policy and Plan will be monitored by relevant governor committees.

The Accessibility Policy and Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Curriculum is adapted for all who need it; resources are provided to allow all to partake within their ability. Progress and attainment are tracked for all children throughout school; the curriculum is reviewed to ensure it meets the needs of all children. Specific resources are purchased if required.*
- Clubs within and out of school are designed to be accessible to all, if there is a physical barrier – alternative clubs or assistance will be offered to support inclusion.*
- School visits are inclusive to all, including residential trips. It is at the parents' discretion and communication will be effective and inclusive for all needs including ensuring any specific training needs are required, e.g. medical.*

Improving access to the physical environment of the school

- Continuous repairs to be made to ramps and stairs including visibility strips where required.*
- Regular monitoring and repairs to tarmac resin around play equipment to ensure safety in walking around and using equipment.*
- Each corridor and passageway is wide enough for access. Staff to ensure these are clutter free and clear of obstructions if required.*
- Access to car park is clearly marked including disabled space. No curbs are present and surfaces are slip resistant. Entrance to car park to be always kept clear.*
- Entrance door is clearly signposted and accessed via ramps, no steps or curbs and wide enough to allow access. Reception area to be kept clear and free of obstruction, as area is quite a small space. Double doors at front entrance if required.*
- Access to two accessible toilets, one upstairs and one downstairs, all to be kept obstruction free and accessible.*

Improving the delivery of written information to disabled pupils

- Communication from school is shared via 'Bromcom' – our online platform which can be used on all technological devices whereby they can be used alongside accessible apps as required.*
- If paper copies of information are required, these are given at request.*

Forms of communication for pupils may include:

- Hear instructions spoken aloud*
- Record a lesson, instead of taking notes*

- *Get class notes from another student*
- *See an outline of a lesson*
- *Use visual presentations of verbal material, such as word webs*
- *Get a written list of instructions*
- *Advice sought from Local authority if hearing equipment is required*