



Moorland Primary School ACCESSIBILITY PLAN



Reviewed by:	School Improvement Director – Safeguarding & Attendance
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Approved and Adopted by:	Board of Trustees
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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.

Our aim at Moorland Primary School is that all children will achieve their full potential both academically and socially. Quality first teaching is paramount to ensure that we fulfil this aim for our children.

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 parents/carers, 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.

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

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. 	<p>To ensure all teachers are trained on adapting the curriculum.</p> <p>To audit pupil needs and provide staff training as appropriate.</p> <p>Out of school activities are planned to ensure where reasonable the participation of all pupils.</p>	<p>Keep staff up to date with 'good' SEND practice.</p> <p>Signpost staff to training and CPD</p> <p>Review the specific needs for pupils with a disability. Arrange training in order to support pupils day to day in school</p> <p>Review all out of school provision to ensure compliance with legislation</p>	<p>SENCo</p> <p>SLT</p> <p>All Staff</p>	<p>On-going annual training delivered by SENCo/Leadership</p> <p>June/July</p> <p>Transition meetings/ Home Visits, from year to year within School and to Secondary School</p> <p>On going</p>	<p>Access to the curriculum is increased</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure all equipment is regularly maintained and usable</p> <p>To maintain and enhance where possible, good physical access to school</p>	<p>Regular checks made on building and maintenance, site walks and checks carried out regularly.</p> <p>Annual review of site</p> <p>Specialist equipment (Interactive White Boards (IWBs) computers etc are service regularly</p> <p>Staff to report any equipment concerns to site manager</p>	<p>Governors Head Teacher School Business Manager SENCo</p> <p>All Staff</p>	<p>Weekly</p> <p>ongoing</p>	<p>Access to the physical environment is maintained and / or improved</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Coloured overlays • Coloured paper to write on • Pictorial or symbolic representations 	<p>To have appropriate equipment available for pupils who require it.</p>	<p>Specialist equipment will be purchased under the guidance and advice from professionals for any pupil with a disability.</p>	<p>SENCo SLT</p>	<p>Ongoing</p>	<p>Information delivery for a pupil with disability is improved.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary by the Governing Body and the Headteacher

It will be approved by the School's Governing Body and Headteacher

5. Links with other policies

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

- Trust Accessibility Statement
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey Mezzanine in entrance for Office storage	None	N/A	N/A
Corridor access	Few corridors – all wide shared areas and double width doors across school site	None	N/A	N/A
Parking bays	2 x disabled parking bays in the staff/ visitor car park	Ensure these parking bays used appropriately	Site agent	Ongoing
Entrances	Main entrance, Rainbow room, Nursery and Y5/6 block flat entrances. Cedar hub – ramp up to building and flat entrance. Fire exits via main building classrooms and reading garden – all have steps up into/out of	Maintain entrances Use wheelchair/ accessible friendly entrances and exits if needed	Site agent	Ongoing
Ramps	Ramped entrance to cedar hub and rainbow room.	Maintain entrances : Use wheelchair/accessible entrances and exits if needed	Site agent	Ongoing
Toilets	Disabled toilets accessible at all times: Main entrance, Rainbow room, Y5/6 block, nursery building x 2	Maintain and ensure accessibility at all times	Site agent	Ongoing
Reception area	On one ground – flat and accessible. Signing in system is raised	Office staff to support with signing in should this be required	Office staff	As required
Internal signage	Clear and compliant and visible for all	Keep up to date and compliant	Site agent	Ongoing
Emergency escape routes	All labelled and accessible at all times	Ensure routes are always clear	Site agent	Ongoing

