

Accessibility Plan



Moreland Primary School 2022-23

MORELAND PRIMARY SCHOOL ACESIBILITY PLAN



DATE APPROVED	
REVIEW DATE	Sept 2023

Federation Mission Statement:

**“Reaching higher than I dreamed,
Becoming the person I can really be,
Doing the best that I can
for the world and for me.”**

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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 Moreland Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Moreland we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

AI	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AI	CURRENT GOOD PRACTICE	OBJECTIVES	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 a differentiated 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 • The school works with advisory and outreach teachers from LBI, New River College, Richard Cloudsley, The Bridge and Samuel Rhodes schools. • Awareness of access needs for individual children e.g. children with a hearing impairment sat nearer to the teacher, children with visual impairment sat near to the board 	<ul style="list-style-type: none"> • Provide teachers and support staff with regular guidance and advice from outreach teachers. • Identify most effective use of resources in supporting SEND pupils to ensure best value for money and maximum impact. • Teachers have regular CPD on quality first teaching strategies to increase access to the curriculum for children with a range of SEND. 	<ul style="list-style-type: none"> • Arrange termly surgeries/ drop in sessions with outreach teachers. • Carry out an SEND review with the Local Authority on an annual basis • Half termly SEND focused staff meeting. 	AHT SENCO	Ongoing	<p>Teachers are confident differentiating the curriculum for children with disabilities.</p> <p>Support staff deliver interventions effectively and have good knowledge of strategies that support children with disabilities to access the curriculum.</p> <p>The school uses resources for SEND children efficiently which maximises impact and progress in learning.</p>

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<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"> • All areas of the school accessible to wheelchair users • Ramps • Lift • Corridor width • Disabled parking available outside the school • Disabled toilets and changing facilities • Emergency evacuation chair available on two staircases. • Fire evacuation alarms • Personal Emergency Evacuation Plans • Demarcation of step edges and equipment if necessary (when the school has a child with visual impairment) 	<ul style="list-style-type: none"> • To improve access to disabled toilet facilities on the third floor • Ensure emergency evacuation procedures are effective for any staff member or pupil with a physical impairment 	<ul style="list-style-type: none"> • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Provide regular training on evacuation for relevant staff. 	<p>AHT SENCO/ Premises manager</p>	<p>September 22 and ongoing</p>	<p>All relevant staff are confident with current emergency evacuation procedures for specific pupils.</p>

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Improve the delivery of information to pupils and parents with a disability	<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 • Pictorial or symbolic representations • Dyslexia friendly fonts, background and paper colours • Recordings of information – audio and video 	<ul style="list-style-type: none"> • Improve communication with parents with visual or hearing impairment 	<ul style="list-style-type: none"> • Take advice on better communication • Audit parents needs and preferences for information sharing 	AHT SENCO	September 22	<ul style="list-style-type: none"> • Parents report being more able to access meetings, events and information

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 body.

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
- › Teaching and Learning Policy