

# Accessibility Policy/Plan

‘Together we unlock potential and learn for life’



# Moor First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

**Chair of Governors**

**Print: Vicki Chapman**

**Sign:**

.....

**Co-Head Teachers:**

**Print: Mrs Atherton**

**Sign:**

.....

**Print: Mrs Mayes**

**Sign:**

.....

Review Frequency: 1 Years

Next review: May 2023

Revision updates (between May 2022 and May 2023)	
--	--

# Accessibility Policy/Plan

## **Inclusion and equality statement**

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality, disability or ethnicity will be discriminated against and the use of stereotypes under any of the above headings will always be challenged.

At Moor First School, we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## **Aims and objectives of this policy**

- To increase the extent to which disabled pupils can participate in the curriculum and experiences that may take place linked to school.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

## **Legislation:**

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

# Accessibility Policy/Plan

In addition the Special Educational Needs (SEND) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and schools have been obliged to take account of this Code. This was superseded by the Children and Families Bill and SEND Code of Practice which came into force in 2014.

## Our School

Moor First School comprises a main single storey block. The sloping nature of the site means there are a number of shallow external steps from the hall whilst the rest of the building has been equipped with ramps and hand rails. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises if needed.

Moor First School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The Staff at Moor First School value pupils of different abilities. The Early Years Curriculum and National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:-

- setting suitable learning challenges, including Personal Learning Plans (PLP) and Group Learning Plans (GLP),
- responding to children's diverse learning needs,
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, use of Information and Computer Technology (ICT) and visual aids,
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school educational visits, after school clubs and special events; sports days, visits to the local area, etc.

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. Monitoring of progress will be carried out by class teachers, the Head teacher /SENDCO and Literacy/Numeracy Curriculum Leaders as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for test concessions when appropriate.

# Accessibility Policy/Plan

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and learning enrichment tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes.

The school is aware that the Local Authority is able to provide translation services and Braille copies if required.

## Accessibililty Plan

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes as part of a governor review. We understand that Staffordshire Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- o Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- o Improve 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
- o Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school

# Accessibility Policy/Plan

events; the information should be made available in preferred formats within a reasonable timeframe

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be reviewed by the school governors annually.

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

- Curriculum policies and curriculum intent documentation
- Equality and equal opportunities
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- SEND information report
- Behaviour and attendance policy
- Discipline policy
- School Improvement Plan
- Mental Health Policy
- Risk assessments

This Accessibility Policy and plan will be:

- reviewed annually/following changes, by the Finance, Premises, Health and Safety Committee which will make appropriate recommendations to the Governing Body and the Head Teacher
- incorporated into the School Development Plan
- shared with all members of staff
- available from the School Office.

# Accessibility Policy/Plan