

# 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**  
Mrs V Chapman

**Sign:** .....

**Head Teacher:**  
Mrs V J Atherton

**Sign:** .....

Review Frequency: 3 years

Next review: Full review May 2025 but discussed annually at governor meetings

Revision updates (between May 2022 and May 2025) May 24 – front cover and link to school values	
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# Accessibility Policy/Plan

## **Inclusion and equality statement**

Our school is an inclusive school. Our Motto uses the word 'potential' because we believe we all start somewhere and are unique. We help each other to grow as we challenge/support each other to reach our goals. 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, differentiated and scaffolded curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## **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.

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.

## **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.

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- 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

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 handrails. 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 SMART learning challenges, including APDR plans (Graduated response)
- 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/Mathematics 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.

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.

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

## Accessibility 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: 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

- 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.
- 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 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 work during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The school governors will review this annually and ensure that it is displayed on the website.

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

# Accessibility Policy/Plan

- 1) Curriculum policies and curriculum intent documentation.
- 2) Equality and equal opportunities Health and Safety policy.
- 3) Special Educational Needs and Disabilities (SEND) policy.
- 4) SEND information report.
- 5) Behaviour and Attendance policy.
- 6) Discipline policy.
- 7) School Improvement Plan.
- 8) Mental Health Policy.
- 9) Risk assessments.

## Moor First School Accessibility Plan 2022-2023 Improving the Physical and Curriculum Access.

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers.</p>	<ul style="list-style-type: none"> <li>○ Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from').</li> <li>○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process.</li> <li>○ Ensure staff and governors can access areas of school for meetings.</li> <li>○ Annual reminder to parents and carers through newsletters to let us know if they have problems with access to areas of the school.</li> <li>○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</li> </ul>	<p>As required.</p>	<ul style="list-style-type: none"> <li>○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>○ All staff &amp; governors are confident that their needs are met.</li> <li>○ Continuously monitored to ensure any new needs arising are met.</li> <li>○ Parents have full access to all areas of school</li> <li>○ PEEPs are prepared and reviewed as individual needs change.</li> </ul>
<p>Maintain safety for visually impaired people.</p>	<ul style="list-style-type: none"> <li>○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</li> <li>○ Check exterior lighting is working on a regular basis. Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.</li> <li>○ Check flashing beacons that signal fire alarm activation regularly.</li> </ul>	<p>Annually and as new children join the school throughout the year.</p>	<ul style="list-style-type: none"> <li>○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> </ul>

Ensure there are enough fire exits around school that are suitable for people with a disability.	<ul style="list-style-type: none"> <li>○ Ensure staff are aware of need to keep fire exits clear and follow PEEP plan, which indicates safe, accessible exit routes.</li> </ul>	Daily	<ul style="list-style-type: none"> <li>○ All disabled personnel and pupils have safe exits from school.</li> </ul>
Accessible car parking	<ul style="list-style-type: none"> <li>○ Disabled members of staff and visitors have a place to park in the staff car park next to the HT Space. The gate into the playground can be opened to allow access.</li> <li>○ People with mobility issues/ wheel chairs are able to access the main school building.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ There is a place for disabled members of staff and visitors to park throughout the school day.</li> </ul>
All school visits need to be accessible to all pupils.	<ul style="list-style-type: none"> <li>○ Ensure venues and means of transport are vetted for suitability.</li> <li>○ Develop guidance on making educational visits accessible.</li> <li>○ Plan pre-visits if needed.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ All pupils are able to access all school educational visits and take part in a range of activities.</li> </ul>
Review PE curriculum to ensure PE is accessible to all pupils.	<ul style="list-style-type: none"> <li>○ Review PE curriculum to include disability sports.</li> </ul>	Annually	<ul style="list-style-type: none"> <li>○ All pupils have access to PE and are able to excel; for example via support from an adult.</li> </ul>
Ensure disabled children can take part equally in lunchtime and after school activities.	<ul style="list-style-type: none"> <li>○ Discuss with staff who run out of school clubs and people running other clubs after school. Support would need to be available – especially after school.</li> <li>○ Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall.</li> </ul>	As required	<ul style="list-style-type: none"> <li>○ Disabled children feel able to participate equally in out of school activities.</li> </ul>
Make sure the village hall is accessible as part of business continuity planning.	<ul style="list-style-type: none"> <li>○ Keep up-to-date with the village committee about the use of the village hall/churches and any potential</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ Children with disabilities are able to use the village hall equally with other children.</li> </ul>

	changes/uses, which could impact on the ability for a disabled child or member of staff to use the zones.		
Ensure support staff have specific training on disability issues.	<ul style="list-style-type: none"> <li>o Identify training needs at regular meetings</li> </ul>	On-going	<ul style="list-style-type: none"> <li>o Raised confidence of support staff.</li> </ul>
Ensure disabled children can move from classrooms to the hall.	<ul style="list-style-type: none"> <li>o Make sure the corridor leading up to the hall is clear of obstructions.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>o Disabled children can get to the hall from the classrooms.</li> </ul>
Ensure that pupils with SEND have access to digital resources.	<ul style="list-style-type: none"> <li>o Headphones, suitable mouse, pictorial sign in and pictorial support. Home school partnership to support home access: understanding software, access to a device. Use of Purple Mash</li> </ul>	Annual computing audit	<ul style="list-style-type: none"> <li>o Learners with SEND benefit from equal access to digital resources and the computing curriculum. Digital resources offer a more accessible learning; support learners own interests and support intervention.</li> </ul>
Classrooms are optimally organised and well-resourced to promote the participation and independence of all pupils with SEND.	<ul style="list-style-type: none"> <li>o Pupil voice and professional review and advice from educational experts will inform core standards and ongoing adaptations as relevant to the needs of the children.</li> </ul>	Ongoing learning walks and observations	<ul style="list-style-type: none"> <li>o Learners independently choose and access high quality resources to support independent learning and improved learning outcomes. Learners are in purposeful and positive environments.</li> </ul>
Consistent Dyslexia friendly practice throughout school.	<ul style="list-style-type: none"> <li>o Refresher CPD for existing staff and invite relevant parents.</li> </ul>	Termly review: learning walks and pupil interviews. Update available training 2022/23	<ul style="list-style-type: none"> <li>o All staff members are aware of specific learning difficulties and how to make learning accessible to children with or showing signs of dyslexia.</li> </ul>



Improve understanding of and support for autistic spectrum condition.	<ul style="list-style-type: none"> <li>○ Use AET competencies standards and undertake whole school AET training.</li> </ul>	CPD by end of Autumn Term 2022	<ul style="list-style-type: none"> <li>○ Consistent understanding of autism for new pupils.</li> </ul>
Availability of written material in alternative Formats.	<ul style="list-style-type: none"> <li>○ Use of services available through the LA for converting written information into alternative formats. Use of symbol resources.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>○ Provide written information in different formats when required for individual purposes. Families feel supported.</li> </ul>
Make available school brochures, school newsletters and other information for parents in alternative formats	<ul style="list-style-type: none"> <li>○ Review all current school publications and promote the availability in different formats for those that require it.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>○ All school information available for all.</li> </ul>
Audit emergency exits for wheelchair users.	<ul style="list-style-type: none"> <li>○ Ensure that wheelchair users know which parts of the school have access: signage and advice from receptions. Risk assess in advance of school events. Ensure adequate spacing of chairs etc.</li> </ul>	Annual health and safety review and when needed as part of risk assessments.	<ul style="list-style-type: none"> <li>○ Areas are fully accessible for all and safe.</li> </ul>
Maintain safety of learners who are temporarily on crutches.	<ul style="list-style-type: none"> <li>○ Throughout the academic year children sustain injuries, which means that they need to use crutches to move around the school. When this is the case, an adult will be assigned to that child so that they can move around the school with minimal risk of worsening the injury. This will include non-intrusive support near uneven surfaces etc. playground/pathways.</li> </ul>	PEEP plans	<ul style="list-style-type: none"> <li>○ Pupils' injuries heal without further complications.</li> </ul>