

# Accessibility Policy and Plan

‘Together we unlock potential and learn for life’



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

Signed .....Chair of Governors

Signed .....Headteacher

Review Frequency: Every 3 years

Next Review: February 2028

Version 1 May 2022	
Revision updates	<i>May 24 – front cover and link to school values</i>
<b>Version 2 Feb 2025</b>	<i>New Accessibility Action Plan</i>

## 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.
- 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.

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 –these 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:

- 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 2025-2028**

**Increasing the extent to which pupils with additional needs can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

<b><u>Action</u></b>	<b><u>Success criteria</u></b>	<b><u>Lead person</u></b>	<b><u>Timescale</u></b>	<b><u>Monitoring</u></b>
<b>Review the curriculum provision to ensure all relevant opportunities are being utilised to highlight awareness of people with disabilities and their needs.</b>	Library resources are effective and relevant Assemblies raise awareness of disability PSHRE work celebrates and tackles issues surrounding disabilities.	Leadership Team Subject leader PHSRE Ed	Spring 2026	Annually
<b>Increase access to the curriculum by:  Refining approaches to maths and English teaching and learning</b>	Staff understand how to use the writing and maths tool kits to identify gaps and plan next steps for pupils who have barriers to learning. The editing of writing process is used effectively to maximise progress of pupils in writing. Staff training on adaptive teaching and Maths Mastery approach review	Subject leaders	Summer 2026	Termly

<p><b>Increase access to the curriculum by: Developing an effective system to track SEN progress</b></p>	<p>Data analysis tool tracks and responds to the needs of all vulnerable groups. Data is used to diagnose specific needs and to inform APDR target setting Data for SEN is effective in celebrating gains being made in skills, knowledge and understanding.</p>	<p>SLT (SENDco)</p>	<p>Summer 2026</p>	<p>Termly</p>
<p><b>Ensure access to specialist support is available to all learners and their families if required, including counselling.</b></p>	<p>A range of external agencies are utilised swiftly as required including support for SEMH needs.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Termly</p>
<p><b>Increase access to the curriculum by: Analysis of participation in extra-curricular clubs, teams and school visits</b></p>	<p>Termly analysis provided to the senior leadership team for discussion. Key strengths and areas for development identified.</p>	<p>Club Lead and SENDco</p>	<p>Termly analysis</p>	<p>Termly SLT LAB Report</p>
<p><b>Provide a range of formal S and L intervention programs and access to specialist teaching to support the development of communication skills</b></p>	<p>Staff identify pupils with specific communication issues quickly Interventions are provided and clear gains are evident Pupils gain confidence and enjoyment in their learning Stoke Speak out intervention</p>	<p>SENCO/EYFS Leader</p>	<p>Spring 2026</p>	<p>Termly</p>

### **Improving the physical environment of schools**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

<b><u>Action</u></b>	<b><u>Success criteria</u></b>	<b><u>Lead person</u></b>	<b><u>Timescale</u></b>	<b><u>Review</u></b>
<b>Ensure needs of pupils with hearing impairments are well resourced and supported</b>	Hearing impairment equipment utilised effectively Staff understand and support needs of hearing-impaired pupils Liaison with specialist support is utilized and sustained	SENDco/ Secretary/Hearing teams	Ongoing	Half termly  Specialist training and regular support from Sarah Sayburn has been utilised for HI pupils in school.

<p><b>Continue to ensure specialist reading and writing equipment is available to pupils with any disability/condition</b></p>	<p>Writing slopes/ pens/pencils/grips/coloured overlays all purchased to support pupils and use as required</p> <p>Laptop provided for identified pupil</p> <p>Staff make reasonable adjustments to curriculum provision as required</p>	<p>SENDco</p>	<p>Ongoing</p>	<p>Termly</p>
<p><b>Provide an appropriate space and resources for those pupils who demonstrate SEMH and Behavioural needs</b></p>	<p>Accessible calming down space created and resourced - Zones of regulation and sensory circuits</p> <p>Staff receive appropriate RPI training</p> <p>Rapid access to specialist agencies</p>	<p>SENDco – 2 inclusion assistants</p>	<p>Autumn/Spring 2025-2026</p> <p>Then ongoing</p>	<p>Termly</p>
<p><b>Improving the availability of accessible information to pupils with additional needs</b></p> <p>This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with an additional need (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with an additional need.</p>				
<p><b><u>Action</u></b></p>	<p><b><u>Success criteria</u></b></p>	<p><b><u>Lead person</u></b></p>	<p><b><u>Timescale</u></b></p>	<p><b><u>Review</u></b></p>

<p><b>Continue to develop systematic procedures that collect views of pupils with an additional need, their parents and advocates</b></p>	<p>SEND pupils take part in regular pupil interviews. SENDCO has termly contact with SEND pupils' parents via APDR reviews Senior Leadership Team to receive termly updates</p>	<p>SENDco</p>	<p>Ongoing</p>	<p>Termly-SLT report/Link Governor reports and SEND file monitoring</p>
<p><b>Review ICT provision particularly access to the printed word and e safety. Investigate use of Read Aloud type of software. Purchase clicker and other dictation tools</b></p>	<p>Clicker used to develop writing skills in KS2. Talking First Word used on a regular basis E Safety procedure accessible to non-readers.</p>	<p>ICT lead</p>	<p>Summer 2026</p>	<p>Termly</p>
<p><b>Support pupils with dyslexic characteristics by:</b></p> <ul style="list-style-type: none"> <li>• <b>Providing a coloured background and black text on all interactive white boards</b></li> <li>• <b>Access to table top support tools / ACE dictionaries and thesaurus'</b></li> <li>• <b>Cursive fonts</b></li> <li>• <b>Alphabet rainbows</b></li> <li>• <b>Ensure displays are interactive</b></li> <li>• <b>Bespoke support packs/key rings</b></li> <li>• <b>Providing formal assessments and interventions</b></li> </ul>	<p>Classrooms are dyslexia friendly Reasonable adjustments identified for each class Cursive handwriting is promoted in all classes All staff can provide formal intervention for Dyslexia and dyslexia screens are utilised to assess specific learning difficulties. Use of Nessy app</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Termly</p>