



Anything is Possible!"

These words reflect our ambition, drive and belief that EVERYONE at Moorlands Primary School can fulfil their true potential in all aspects of their learning!

Vision statement

Purpose of the Plan

The purpose of this plan is to show how Moorlands Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Moorlands Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the

Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

Curriculum policies

Equality Objectives

Equal Opportunities Policy

Health and Safety Policy

Special Educational Needs Policy

Behaviour Management Policy

School Development plan

School Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

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

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Moorlands Primary School will address the priorities identified in the plan. The plan is valid for three years 2020-2023. It is reviewed annually.

Approved by: Mrs E Benbow, Chair of the Governor

Action plan

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

An accessibility Audit was conducted in September 2017 by the Local Authority.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Explain your school's approach here. Examples:</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Working with external agencies to ensure that pupils' needs are met.</p> <p>Liaising with parents to ensure that communication is clear and pupils' needs are met and reviewed.</p>	<p>Training for specific staff including medical</p> <p>All staff to be First Aid Training</p>	<p>Audit of CPD needed.</p> <p>Teachers to be given opportunities to watch Outstanding practitioners use ICT in lessons.</p> <p>Inclusion support to offer support and training for Teaching Assistants and Class Teacher.</p> <p>School nurse to offer training and support to Teaching Assistants and Class Teachers</p> <p>Resources that cater for pupils needs – link to</p>	<p>Class Teacher</p> <p>SENCo</p>	<p>December 2020</p> <p>Reviewed in November 2021</p>	<p>List of areas staff feel they would like training for.</p> <p>Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.</p> <p>Training for children who have specific needs.</p> <p>All staff First Aid Trained.</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.		Inclusion support targets, medical needs eg for writing, sitting etc.			
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Library shelving at wheelchair accessible height.	Class teacher SENCo	September 2020 Reviewed termly / or when new targets provided	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	Ramps for exits from classrooms in Key Stage 1 to the playground. A portable ramp needed for Reception exit due to a small step down.	To improve the access into the EYFS for all.	School plans to improve access to designated EYFS over successive financial years.	SLT Governors	Ongoing -2021	Improved access to EYFS for people in wheelchairs.
	Internal flight of steps between KS1 & KS2 - although restricts internal access around the school there are adequate external routes for a wheelchair user to take to access the whole of the building.	To improve the access around the whole internal building for all.	To consider the fitting of a stair lift within this area, although further consideration of the fire doors being re located and the width of the stairs / corridor will need to be looked at further.	SLT Governors	Ongoing -2023	Improved access for people in wheelchairs around the internal building.

	Large print resources	To ensure that pupils who need large print resources are catered for. Positioning in classroom	Photocopy of resources so that the print is large Access to computer for larger print Positioning in the classroom	Class teacher SENCo	September 2020 Reviewed termly / or when new targets provided	Pupils can read the resources provided without it being too small.
Improve the delivery of information to pupils with a disability	Staff are aware of how to use Communication in Print.	To focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use visual timetables and calendars. Visual picture cards sent home for individual children to be used with parents to ensure consistency	SENCo Class Teacher LSA/ LSP	December 2020 Reviewed with new cohorts September 2021	Classroom environment to have resources in place.

Access Audit

An accessibility Audit was conducted in September 2017 by the Local Authority

Feature	Description	Action to be taken	Person Responsible	Date to be completed by
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Reviewed regularly
Emergency escape routes	Labels are clearly displayed throughout school. Maps are provided in each classroom	Continue to ensure signs are maintained.	Site manager SLT	Ongoing to 2023
Storey Access	School has areas leading to KS1 and KS2 with steps. A Evac chair was purchased and is located in Key Stage 1	To consider the fixing of a stair lift in this area or an alternative solution	Site manager SLT	Ongoing to 2023
Exit routes	There is a small step from the Reception exit to the playground	Reception to have a portable ramp fitted	Site manager SLT	March 2023
Internal lobby	Call button is located too high. The intercom is located too high for wheel chair users.	Intercom/ call button that is fitted to the main entrance gate and is located at KS1 entrance is at a height so that it is accessible for wheelchair	Site manager SLT	September 2021

	<p>The entrance door has a white handle on a white frame.</p> <p>There is no difference in colour between the intercom and the push pad.</p> <p>The entrance lobby is too small for wheel chairs to manouvere.</p>	<p>users.</p> <p>Handle on the entrance door to be changed for a grey colour.</p>		
Reception Desk	<p>Reception desk is too high for wheel chair users.</p> <p>Signage to be visual</p>	<p>Entrance lobby needs a lower desk for view.</p> <p>Signage is more visual.</p>	<p>Site manager SLT</p>	Ongoing 2020