



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Disabled Accessibility Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors	Committee	Website
Becky Freeman	May 2017	May 2019	5/5/17		
Hannah Woodhouse	July 2018	July 2019	12.7.18	Building/H&S	Yes

This policy reflects the values and philosophy of Moorlands Primary School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

School Aims

At Moorlands Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Moorlands Primary School aims:

- **to provide a safe, secure, stimulating and supportive atmosphere where each child is valued**
- **to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally**
- **to secure an inclusive learning environment and to support individual pupils**
- **with special educational needs**
- **and / or disabilities**

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA)
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities, which the school undertakes, to achieve the key objective outlined above.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

Increasing the extent to which disabled pupils can participate in the school curriculum

- Moorlands Primary School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Kirklees outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- The school's governors, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:
 - Hearing impairment
 - Physical disability
 - Specific medical conditions including asthma, eczema, ADHD, diabetes
 - Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - Autism
 - Speech, language and communication needs (SLCN)
 - Emotional difficulties including attachment disorder or bereavement
 - Physiotherapy
- Facilities and support currently on offer at the school include:
 - Designated areas and support for 1:1 or small-group work
 - Pastoral worker
 - SENCO
 - Advice, assessment and support from Speech and Language Therapist
 - Speech & Language teaching assistant for S&L intervention, Inc. social communication
 - Educational Psychologist
 - iPads
 - Range of literacy and maths interventions
 - Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
 - Advice and support from School Nurse Team
 - Paediatric First Aiders
 - Outdoor learning
 - Educational Teaching Assistants providing small group physiotherapy sessions

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively. As stated above, Moorlands Primary School is committed to equal opportunities and inclusion.

This Accessibility Policy is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Moorlands Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Moorlands Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work
- PEEPs

Accessibility Action Plan 2018-2021

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

At Moorlands Primary School, we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Both the plan and policy will be made available online on the school website, and paper copies are available upon request.

Moorlands Primary 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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 2010.

Aim	Current good practice	Actions to be taken	timescale	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Include established practice and practice under development</i></p> <p><i>Our school offers a differentiated curriculum for all pupils with high expectations for all pupils, individual targets and Quality First Teaching.</i></p> <p><i>All lessons provide opportunities for all pupils to achieve.</i></p>	<p>Staff feel confident to meet the needs of all children, they have the resources they need.</p> <p>Support given to staff if needed.</p> <p>Mastery approach resourced.</p>	<p>On-going with time planned in to lesson observations, learning walks and book scrutiny.</p>	<p>Evidence is visible in books, learning walks and lesson observations.</p> <p>All children achieve to their best potential and know we believe in them!</p>

	<i>Relevant policies in place</i>	A range of policies in place and a programme of review which includes Governor input and approval. Staff updated on policies. Key policies available via website.	Rolling programme of review.	School policies reflect good practice and conform to statutory.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	<p>SENCo leads regular staff meetings to up-date staff on resources, interventions and advice.</p> <p>SENCo offers regular 'drop in' sessions to share good practice, offer advice.</p> <p>SENCo liaises closely with staff who need additional support or guidance</p>	On-going	Staff are confident they are meeting the needs of children who require additional support to access the curriculum.
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Termly pupil progress meetings, regular Individual Learning Plan Meetings, planned Year group meetings to discuss and track progress	Termly. Staff Meetings have times planned termly in for Pupil	Progress is reviewed via Pupil Progress Meetings and analysis of Intervention Maps termly. Provision/intervention is

		and ensure provision in place for all groups of children.	Progress Meetings, Data analysis and Intervention Analysis and feedback.	then adapted as necessary when under-performance is identified.
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	<p>SENCo liaises closely with staff to ensure targets for children with additional needs are manageable, accessible and resourced.</p> <p>Interventions are reviewed termly by the SENCo and feedback given to staff.</p> <p>SENCo ensures provision through analysis of Intervention Maps, ILPs and MSPs, EHCPs.</p> <p>External agencies are contacted.</p>	<p>ILP targets are reviewed at least termly to ensure impact can be measured.</p> <p>MSP and EHCPs are reviewed as per timescales set out.</p> <p>Meetings with parents are at least termly.</p>	Children with additional needs are receiving specific support and staff are confident on how to deliver this.

	<i>Provide auxiliary aids/resources to support learning</i>	<p>SENCo to liaise with outside agencies and use expertise to meet the needs of specific children.</p> <p>Provide sloped writing boards, triangular pencils and grips, coloured overlays etc. Track usage, ensure staff are aware of resources and replenished when necessary.</p>	As required.	Children are using additional resources to support learning and are therefore fully included in all activities.
	<i>Ensure additional Curricular Activities are accessible for all children</i>	<p>A range of after-school activities include (for example) Coding Club, Choir, Cooking Club, Eco Club in addition to a full range of sporting events.</p> <p>Many clubs are free of charge or a very small fee</p>	Termly	All children can access extra-curricular activities and enjoy.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils and visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> 	Meetings between HT/Site Manager/Kirklees representatives		<p>Consistent or improved accessibility to school building for all.</p> <p>Issues with H&S reported via the reporting system in</p>

	<ul style="list-style-type: none"> • lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 			<p>the Reprographics room, via SLT or SMT meetings.</p> <p>Issues dealt with swiftly.</p>
	<p><i>To ensure corridors are clutter free</i></p> <p><i>In line with Health and Safety guidelines, corridors are</i></p> <ul style="list-style-type: none"> • Keep clutter free • Displays are kept to allocated display boards • Cupboards, shelving or storage units are used to store resources 	<p>Health and Safety is on the agenda for SLT/SMT meetings.</p> <p>Issues reported via Reprographics room system</p>		<p>Corridors provide enough space for a large volume of children to enter/exit the building</p> <p>Issues with H&S reported via the reporting system in the Reprographics room, via SLT or SMT meetings.</p> <p>Issues dealt with swiftly.</p>
	<p><i>Classrooms are organised for ease of movement</i></p> <p><i>Staff to arrange seating, storage and equipment/resources to ensure ease of movement</i></p>	<p>Specific Learning Walks</p> <p>Health and Safety is on the agenda for SLT/SMT meetings.</p> <p>Issues reported via Reprographics room system</p>		<p>All children are able to access equipment.</p> <p>Issues with H&S reported via the reporting system in the Reprographics room, via SLT or SMT meetings.</p> <p>Issues dealt with swiftly.</p>

	<p><i>To ensure that any future building development complies with our Equality Act Objectives.</i></p> <p><i>e.g. our new Library is accessible to disabled children, staff and visitors.</i></p>	Meetings between HT/Site Manager/Kirklees representatives	As required	All buildings are accessible to all.
Improve the delivery of information to pupils with a disability	<p><i>To provide parents with information about activities and events within school</i></p>	<p>Text message system for reminders or information</p> <p>Email/'parentpay' system to ensure access to the weekly newsletter</p> <p>'Marvellous Me' up-dates on achievements/activities</p> <p>Open-door policy</p>	On-going	Parents feel well-informed of activities in school
	<p><i>To provide formal feedback to parents on children's progress.</i></p> <p><i>This includes verbal and written</i></p>	<p>A new system is being trialled 2017-2018</p> <p>Termly reporting system</p> <ul style="list-style-type: none"> • November (Parents Evening with written feedback on achievements and targets) • March (Formal report with targets) 	Termly (to review July 2018)	Parents are clear on children's attainment and targets throughout the year.

		<ul style="list-style-type: none"> • June (Parents Evening with written feedback on attainment and achievements of targets) 		
	<p><i>To provide additional curriculum information on key areas e.g. Maths Afternoon, Phonics Teaching</i></p>	<p>Termly planned events for parents to come in to school and share learning with children with additional events to share curriculum development and teaching.</p>	<p>Termly</p>	<p>Parents enjoy sharing class time with children</p> <p>Parents feel well-informed about how we teach at Moorlands.</p>

	<p><i>To provide information about SEND</i></p>	<p>SEND report available on website</p> <p>SEND report up-dated and shared with Governors in line with rolling programme</p> <p>Parents of children with additional needs have specific information shared and regular meetings with class teacher, SENCo and/or external agencies if necessary</p>	<p>As required</p>	<p>Parents can easily access information about SEND</p> <p>Specific information is shared with parents when necessary.</p> <p>Parents attend meetings in school regarding additional needs.</p>
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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 board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Disability Accessibility Policy
- Risk assessment policy
- 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