



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
Becky Freeman	May 2017	May 2019	5/5/17
Becky Freeman	May 2018	May 2021	May 2019
Becky Freeman	June 21	June 23	June 2021
Becky Freeman	July 23	July 25	July 23

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 Equality act 2010

"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 Locala
- 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