

Moorside Primary School		
Document Name	Accessibility Plan 2017 - 2020	
Date	November 2017	
Version	2	
Audience	Staff, Governors, Volunteers, Parents, Website	
Approved by	Headteacher	

Vision Statement

To offer a caring community where all children actively participate in purpose-driven learning which promotes resilience and resourcefulness and where they are challenged and supported to fully explore their individual talents and be the best they can be.

At Moorside Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Moorside 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Moorside Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Moorside Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) 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.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy and the School's Local Offer

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life

of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Building, Grounds, Health & Safety Committee .

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Moorside Primary School is a physically large site. The main public areas:

- The Halls
- Office
- Central Corridor

All have level access. The Reception, Year 1 and 2 classrooms can also be accessed by wheelchairs, so too can the Dining Room. The main school office has a modified hatch which makes it accessible to wheelchair users. However, internal stairs currently mean that the classrooms in Y3-6 cannot be accessed internally by wheelchair users. An external level route has recently been created.

The school houses a SERF unit – provision for pupils with hearing impairment. This consists of a room which has been acoustically modified, a qualified teacher of the deaf and a teaching assistant with a level 3 BSL qualification. The school has also recently developed a facility to cater for Key Stage 1 pupils who need further access to the Early Years Curriculum.

Curriculum

The school makes every effort to make adjustments so that pupils with additional needs can access all areas of the curriculum. This is done in three ways:

- additional or alternative resources or equipment
- modification of the task
- the involvement of additional and/or specialist staff

Through our learning environment and through the examples or role models we select when teaching, we try to portray a positive image of people regardless of their disability, gender, race, age or culture. If pupils with disabilities or additional needs, want to attend extra-curricular clubs, then adjustments are made to allow this to happen.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils. At present modified versions of documents are available to parents on request.

4. Access Audit

The school is a single storey building with wide corridors, and several access points from outside. However, there are several changes of level meaning that there are a number of small internal staircases.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat, ramped or have a very small step. All have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are currently six accessible toilet facilities available, well-spread across the building.

The school has internal emergency signage and escape routes are clearly marked. More work on these features was completed during 2017.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils or staff with disabilities are experienced. Whenever an extension or modification of the building is being considered, access needs will be factored into the design.

Accessibility Plan
Last updated September 2017

Aspect of the School	Key Objectives	Success criteria/Desired Outcome	Milestones	Leader
Curriculum				
To eliminate barriers to the curriculum for pupils with a disability	<ul style="list-style-type: none"> -To extend the number of areas acoustically supportive of pupils with HI -To improve the level of integration for pupils with SEND -Further develop additional residential opportunities for pupils with SEND 	<ul style="list-style-type: none"> -Blinds are fitted to “strategic” classrooms in KS2 -Trial and purchase mobile sound field system -Pupils with SEND receive the same quality of provision throughout the day -A set timetable for residential visits for the Nurture Key Skills Group 	<p>July 2018</p> <p>One mobile system is to be purchased during 17 to 18 and a second during 18 to 19</p> <p>Next visit to take place by 2020 to 21</p>	<p>SBM</p> <p>SENCO/HT</p> <p>DHT/SENCO</p>
Environment				
To improve the physical environment of the school to improve access	<ul style="list-style-type: none"> -To audit the colour schemes to ensure they comply with the need for contrast -To review the feasibility of improving wheelchair throughout the site 	<ul style="list-style-type: none"> -Rolling programme of re-decoration to be planned in line with guidance on colour contrasts 	<p>The programme has started, so annually until completion</p>	<p>SBM /SS</p>
Information				
To enable improved access to written information for pupils parents and visitors	<ul style="list-style-type: none"> -To ensure that signage around school is accessible to all -To ensure that parents are aware that information can be provided in different formats 	<ul style="list-style-type: none"> -Any new signage complies with rules on colour contrast, uses clear font styles and Braille -Regular reminders about alternative formats we can present information in -Additional ways of information sharing 	<p>Autumn 2017 –adoption and use of Schoolcal as an additional way of sharing</p>	<p>SBM / Office Manager</p>