


Moorside Primary School		
Document Name	Accessibility Policy and Plan 2021-4	
Date	Last Updated January 2022	
Version	6	
Audience	Staff, Governors, Volunteers, Parents, Website	
Approved by	Building and Grounds Sub-Committee	

Vision Statement

‘To foster a caring community where all children actively participate in enquiry-led, purpose-driven learning which promotes resilience, resourcefulness and sustainability. Children are challenged and supported to fully explore their individual talents, be the best that they can be, be proud of who they are, and be proud of the area in which they live.’

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, along with key messages learned through training. 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 regards 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:

Buildings and Grounds Development Plan

Positive Behaviour Policy

Curriculum Policy

Critical Incident Support Plan

Health & Safety Policy

Equality Policy

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 Buildings, 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.

A number of classrooms have been adapted so that teaching and learning for children with a hearing impairment is supported by a sound-field. As parts of the school are decorated, colours are selected to ensure good contrast for pupils of visitors with a visual impairment. A recent audit was carried out in 2020 to assess the degree to which the school environment is supportive of children with a visual impairment

Curriculum

The school makes every effort to incorporate 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 two dedicated disabled parking bays. 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, however ease of access through the doors could be improved. There are currently seven accessible toilet facilities available, well spread across the building. The school has internal emergency signage and escape routes are clearly marked, with signage being updated in 2021 following the school's regular fire risk assessment.

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 January 2022

Aspect of the School	Key Objectives	Success criteria/Desired Outcome	Milestones	Leader
Curriculum				
To eliminate barriers to the curriculum for pupils with a disability /additional need	<p>-To extend the number of areas supportive of pupils with HI</p> <p>-To improve visibility of Smartboards for all pupils, especially those some form of sight impairment</p> <p>-To improve the rates of progress for pupils with SEND</p>	<p>-Purchase further mobile sound field system to ensure that children have access to good quality sound wherever they go in school</p> <p>-Blinds are fitted to “strategic” classrooms in KS1/2</p> <p>-Area of uneven paving to be evened out</p> <p>-Pupils with SEND receive the same quality of provision throughout the day</p>	<p>Audit current provision in Spring 2022 and develop possible plans/models for development</p> <p>4 classrooms a year to be fitted with blinds</p> <p>Staff CPD 21 to 22 to focus on how learning is built up and retained for pupils with SEND in foundation subjects</p> <p>Staff CPD 21 to 22 focussing on precision teaching, with an accompanied increase in provision</p>	<p>SBM</p> <p>SENCO/HT</p> <p>DHT/SENCO</p> <p>AHT</p>

	-To increase access to teaching/learning opportunities	<p>Based on SEND conference, establish whole school approaches to the different categories of additional / SEND eg standing desks</p> <p>-Improved access to technology and opportunities to carry out research and practice core skills</p>	<p>September/October, collate key points from the conference</p> <p>November/December trial resources and strategies</p> <p>January-March 22, agree and share approaches so that there is a whole school approach to the different types of neurodiversity.</p> <p>Continue with the increase in numbers of hand-held devices to increase access to technology. Further staff training planned for March 2022.</p>	
Environment				
To improve the physical environment of	-To audit the colour schemes to ensure they comply with the need for contrast	-Rolling programme of re-decoration to be planned in line with guidance on colour contrasts	The programme has started, so ongoing work until completion in 2023	SBM /HT

the school to improve access	-To improve wheelchair access through the main entrance	- Ramped access through automated doors -Fully accessible toilet on the main corridor	Summer 2023	
Information				
To enable improved access to written information for pupils parents and visitors	-To ensure that signage around school is accessible to all -To ensure that parents are aware that information can be provided in different formats	-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	Areas to include Reception, KS1 section of the main corridor from July 2020. Braille signage to installed from September 2021	SBM / School Officer Manager SENDCo