

**Accessibility Plan – Moorside Community Primary School**

**(To be read in conjunction with the SEN information report)**

**Introduction**

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

**Moorside Community Primary School recognises its duty to:**

* Not discriminate against disabled pupilsin their admissions and exclusions
* Ensure that there is no discrimination in provision of education and associated services
* Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
* Raise aspirations, empower pupils developing their capacity to make informed choices and lead a happy, healthy life
* Embrace diversity, recognize individual needs and encourage all pupils to achieve their best
* Provide a high quality teaching to ensure we deliver a rich and varied curriculum in an aspiring and creative way
* Publish an accessibility plan

This plan will be reviewed and updated every three years. This plan complements our SEN, Equal Opportunities, Public Sector Equality Duty, Safeguarding & Child Protection and Administration of Medicines policies.

**Definition of Disability under the Equality Act 2010 states that a person has a disability if: They have a long term physical and mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

Moorside Community Primary School provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

* Provide high quality teaching ensures we deliver a rich and varied curriculum in an inspiring and creative way. Through their learning pupils become literate and numerate. They develop aesthetic, artistic, social and spiritual awareness.
* We nurture an understanding of fairness and respect for others. Working together with the whole school community ensures success.
* We set suitable learning challenges
* We respond to the diverse needs of our pupils
* We overcome the potential and existing barriers to learning and assessment for individuals or groups of pupils

**Relevant School Aims**

* To ensure education is based on inclusivity and promotes excellence in all aspects for all pupils in our schools.
* To provide outstanding provision which maximises opportunities for all pupils, parents and the wider community
* To ensure the principles of Every Child Matters are at the heart of the shared policy and practice and all pupils feel safe and cared for.
* To use and share extensive expertise to remove barriers to learning.

**At Moorside Community Primary School we are committed to delivering an inclusive curriculum and increasing access to the school’s facilities by:**

1. Increasing the extent to which disabled pupils participate in the curriculum.
2. Improving the physical environment of the school.
3. Improving the delivery to disabled pupils, parents and visitors which is already available to those who are not disabled.

This plan reflects current practice within school and all related government guidance and statutory requirements.

**Contextual Information**

Moorside Community Primary School caters to a diverse population and over time the schools have supported children with a wide range of needs. Some parents may also have additional needs and many families are in the early stages of learning English. Some, though not all, of these families read and write another language.

**At Moorside Community Primary School we are committed to Improving education and related activities by:**

* Quality first-wave teaching led by skilled teams of teachers and teaching assistants some of which support the specific needs of particular pupils.
* Comprehensive tracking systems and data analysis (including data on future pupil population) facilitate advanced planning.
* Differentiated curriculum to enable all children to feel secure and make good progress.
* Appropriate access arrangements for pupils taking part in statutory tests, in line with local authority and government guidance.
* Liaison with a wide range of professionals including external services and agencies and specialist support services.
* The Headteacher takes the Lead on SEN supported by an able Leadership Team.
* Specialised SEN staff employed to work with particular children and groups e.g. Educational Psychologist, Speech Therapist Kalmer Counsellor and Occupational Therapy experts.
* Specialist resources to meet specific needs, as and when appropriate.
* SENTASS Motor Coordination support
* Regular progress reviews with parents and other agencies.
* Employment of LEAPS team to support specific Speech and Language difficulties

**At Moorside Community Primary School we are committed to improving the Physical Environment**

* Wheel chair access via entrance.
* Designated disabled parking.
* Disabled toilet on ground floor
* Changing facilities including changing bench
* Carpeted offices and learning areas, improving acoustics.
* Soundboards in school hall to reduce noise levels.
* Fire procedures include arrangements for evacuating pupils with additional needs (PEEP)
* Audible fire alarm
* Visually and audible system in place to warn anyone in the “Meadow” that the fire alarm has been activated.
* Regular fire drills and evacuation practices
* CIC Plan in place (Critical Incident & Continuity Plan) in place.

**At Moorside Community Primary School we are committed to improving Information**

* The school provides written information in the form of letters and posters.
* Displays and school signage include some key words in other languages.
* The schools have a number of bilingual members of staff who can provide additional first-language support.
* The school has a website which contains key information and policies.

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| **Review of Action plan for improving accessibility 2016 – 2017** | | | | |
| Objective |  | Strategies | Timescale | Outcome and further action |
| To improve access to curriculum by: | Continuing to provide specialist resources for specific difficulties | Act on advice from educational psychologist and other professionals about specific equipment needed e.g. writing slopes, scissors, pencil grips, coloured overlays. | July 2017 | The school continue to support individuals with specialist equipment as advised by relevant professionals. |
| Ensuring children with additional needs attend school as regularly as possible. | Monitoring attendance data for pupils with special educational needs and disabilities and identifying patterns and trends. | July 2017 | Attendance systems have been refined for all pupils and this has allowed for sharper focus on attendance of vulnerable groups. |
| Ensuring children with additional needs can access school journeys as fully as possible. | Develop detailed access plans to ensure pupils with disabilities can access school journeys. | Sept 2017 | There is a detailed plan setting out how to include pupils with physical abilities so that they can access trips and visits. This has ensured that all pupils have engaged with all trips this year. Residential trips have not been relevant this year but these will need to be planned under the same principles. |
| To improve  Understanding by: | Improving all pupils’ understanding and awareness of disabilities. | Provide assemblies and pupil workshops on Difference and Disability in KS1 and KS2. | Spring 2018 | Arrange for various organisations to visit and provide information to staff and pupils.  This has still not been completed and will need to be actioned in 2017-2018 |
| To improve the physical environment by: | Ensuring that all areas of the school building are fully accessible. | Accessible toilets are kept clear.  Designated parking spaces are always available for wheelchair users or for those parents dropping pupils off with disabilities that impair walking.  There is an agreed protocol for greeting wheelchair users and providing an induction to the building e.g. ensuring they can access working areas and fire exits.  Consider physical environment for all pupils | Jan 2017  Sept 2017  Sept 2017  Sept 2017 | This has greatly improved and should now be monitored through spot checks.  These are always available. Remind admin of protocol  This area still needs to be improved wheelchair users need an escort to ensure they can safely access areas of school where they are visiting.  Review all facilities for pupils |
| To improve the quality of written information for pupils, parents and visitors with additional need by: | Ensuring all written communication is as clear as it can be for all groups of children/families. | Make written communication clear by:   * Altering font size, colour and layout in written communication. * Keeping text simple and jargon-free. * Supporting text with graphics where possible. * Providing translation of written text on website. | Sept 2017 | This is improving but still can be enhanced further. In addition, the school has improved the range of interpreters available at parents evening and parents workshops. |

**Action plan for improving accessibility 2017-2018**

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| Objective | | Strategies | Timescale |
| To improve access to curriculum by: | Providing more focussed vocabulary and speaking and listening opportunities for newly arrived/pupils with speech and language difficulties. To continue to employ specialised professionals.  Ensure pupils with additional needs access appropriate support and guidance at all times.  Monitoring attendance data for pupils with special educational needs and disabilities and identifying patterns and trends. Introduce new system with regard to Attendance and monitor impact as current system still not providing enough scrutiny  Ensure that additional resources are provided for pupils that will support any sight or auditory impairments.  To provide an Alternative Resource Centre (ARC) for those pupils that may find the classroom environment difficult. | Specific key group time to work on vocabulary and speaking and listening skills within EYFS this work is to be supported by LEAPs team for specific approaches. New arrivals throughout the school to be supported in small group. Use of Read, Write Inc. strategies and resources to support further development of phonics and use of vocabulary.  Set up new system to ensure that controls are in place  Current system still not providing enough scrutiny.  Check with specialised staff and provide resources as appropriate  To remove barriers of learning and provide an alternative learning environment for all or part of the day  Head to seek and apply for additional funding for pupils where appropriate and implement any EHCP that pupils may | Jan 2018  Jan 2018  Jan 2018  Sept 2017  Jan 2018 |
| To improve the physical environment by: | Ensuring that all areas of the school building are fully accessible when required.  Ensure that new children / or children moving from one area to another have full access to all areas of the building.  Ensure that the new Modular is fully accessible to all staff and pupils.  Ensure that Lawrence Meadows is accessible to all staff and pupils | There is an agreed protocol for greeting wheelchair users and providing an induction to the building e.g. ensuring they can access working areas and fire exits.  Outside gates that are heavy or hard to open will be labelled with the school phone number so visitors can call for assistance.  Check that all individual children have access.  New pathways will be completed in Aug 2017 but review door access  Continue to monitor access | Sept 2017  Consider this and other options  Jan 2018  Aug 2017 / Jan 2018  Sept 2017 |
| To improve the quality of written information for pupils, parents and visitors with additional need by: | Ensuring school signage is clear and supports visitors and parents.  Ensuring visual timetables and written/visual labels provide an opportunity for pupils to understand the link between writing and spoken language. | Provide signs and visual cues to further support parents in day to day access and routines of school.  Label learning areas more explicitly.  Provide and label objects of reference in and around school where appropriate. | Jan 2018 |