



Moorside Primary School Accessibility Plan 2019-2021

Accessibility Plan – Moorside 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 Primary School recognises its duty to:

- Not discriminate against disabled pupils in 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 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 holistic child is 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 Primary School we are committed to delivering an inclusive curriculum and increasing access to the school's facilities by:

- a. Increasing the extent to which disabled pupils participate in the curriculum.
- b. Improving the physical environment of the school.
- c. 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 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 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 Head Teacher 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, Counsellors 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 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 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 and has the option to translate information
- The schools use google translate to communicate with parents

Objective	Action Plan	Strategies	Timescale	Outcome and further action
To improve access to curriculum by:	Continue 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.	Completed January 2018 – but this is an ongoing objective and depends on the staff/pupils in school.	The school continues 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. Introduce new system with regard to Attendance and monitor impact as current system still not providing enough scrutiny	Autumn Term 2018	The school has improved its focus on attendance but more improvements can be made as we analyse data concerning 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	Completed January 2018 – but this is an ongoing objective and depends on the staff/pupils in school	The Head Teacher ensures that all risk assessments are carried out and all children can access school trips.
	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.	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.	January 2018 – but continue to monitor impact. Ongoing since September 2017 – but continue to monitor impact	These strategies are ongoing and can be improved further.

	Ensure that additional resources are provided for pupils that will support any sight or auditory impairments.	Check with specialised staff and provide resources as appropriate	Continue to check resources and suitability. Full review to be conducted Autumn Term 2018	Funds available for resources in 2018-2019
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.	Autumn 2018	Arrange for various organisations to visit and provide information to staff and pupils. Further awareness needed
To improve the physical environment by:	Ensure that new children / or children moving from one area to another have full access to all areas of the building. Ensure toilets are available Ensure that designated parking spaces are available for visitors and that they are aware of their exit route in the case of fire etc. Consider physical environment for all staff, pupils and visitors. Ensure that the new Modular is fully accessible to all staff and pupils. Ensure that Lawrence Meadows is accessible to all staff and pupils	Check that all individual children have access. Front gates are heavy and field gate is difficult to open. Ensure Accessible toilets are kept clear Designated parking spaces are kept clear. Office staff to check with Leadership on exit protocols At all times consider the environment New pathways completed in August 2017 but review door access Continue to monitor access	Completed but reminder needed Completed Ongoing dependant on need Completed but ongoing Completed Monitor and remind site manager to open gate	New gates installed for access and security purposes and site manager reminded to open field every day. Ensure that these are always clear Office staff to monitor Remind all staff of their responsibilities Remind site manager Remind site manager and monitor
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.	Completed but ongoing	This has improved greatly but can be further improved.

		Provide and label objects of reference in and around school where appropriate.		
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