

# Moldgreen Community Primary School



## Accessibility Plan 2020-2023

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## **Introduction and Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the accessibility plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. Compliance with the DDA is consistent with Moldgreen Community Primary School's policy, and the operation of The School's SEN policy. Moldgreen recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat disabled people less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Moldgreen recognises and values parents/carers knowledge and their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents/carers and child's right to confidentiality.

Moldgreen Community Primary 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 which underpins the development of a more inclusive curriculum. We aim to do this by:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Moldgreen Community Primary School supports any available partnerships to develop and implement the plan.

## **Legislation and Guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Principles**

### **Education and related activities**

Moldgreen will continue to seek and follow the advice of the LA services, such as Specialist School Improvement Officers and SEN Consultants and of appropriate health professionals and from local NHS Trusts.

### **Physical environment**

At Moldgreen Community Primary School we will take 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.

## **Provision of information**

Moldgreen Community Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Current Good Practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided and re-send early information for parents/carers to check at the start of each academic year.

## **Physical Environment**

Currently, there are no areas of the school to which disabled pupils have limited or no access. We have a number of ways in which we have made our site and building accessible to all. On entering our site, we have disabled parking bays in our carpark. To enter the building, we have a ramp and once inside, our corridors are wide enough to allow for wheelchair access. To get to the upper floor of the building we have a lift. In addition, we also have disabled toilets and changing facilities on both floors of the building.

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full involvement as possible.

## **Curriculum**

Our school offers a differentiated curriculum for all pupils. Through planning for individual need, we aim to provide as inclusive an approach as practically possible. We use resources tailored to the needs of pupils who require support to access the curriculum. Targets are set effectively and are appropriate for pupils with additional needs and curriculum progress is tracked for all pupils, including those with a disability.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. The curriculum is reviewed regularly to ensure it meets the needs of all pupils.

## **Action Plan**

See attached Appendix 1.

## Appendix 1

### Action Plan

#### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To have pre-school opened and liaise with school staff about children moving within our provision to nursery. Liaise with staff regarding children moving from nursery to reception	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Staff/Inclusion manager	Provision set in place ready for when the child/ren start school
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To do home visits to form initial relationships with parents.	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Staff/Inclusion manager	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/Inclusion Manager, all teaching staff.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that	Ongoing	SLT, Inclusion manager and all teaching staff.	Evidence that appropriate considerations and reasonable adjustments have been made

and residential visits as well as extra-curricular provision	actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.			
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**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, Inclusion manager, all teaching staff.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education
To enable improved access to written information for pupils, parents and visitors.	Ensure information is accessible to parents and offer support where needed. Ensure when reporting to parents staff use a format and vocabulary that can be understood by parents.	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made