



**Moorlands Schools Federation**

**Accessibility Plan**

## Moorlands Schools Federation

### Accessibility Plan

<b>Status</b>	<b>Ratified</b>	
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#### 1. Introduction

**1.1 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:**

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

**1.2 This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:**

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

**1.3 The Governing Body do this in partnership with the Local Authority and other External Agencies, where appropriate.**

#### 2. Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

#### 3. The purpose and direction of the school’s plan: vision and values

**3.1 At Moorlands Schools Federation we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Moorlands Schools Federation promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.**

- 3.2 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:
- girls and boys;
  - minority ethnic and faith groups;
  - children who need support to learn English as an additional language;
  - children with special educational needs;
  - gifted and talented children;
  - children who are vulnerable;
- 3.3 We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

#### **4. Information from pupil data and school audit**

- 4.1 We currently have a whole range of children of all backgrounds, abilities and needs which includes the following:
- asthma
  - eczema
  - hearing impairment
  - ADHD
  - ASC
  - Allergies (including bananas and nuts)
  - Epilepsy
  - Eating disorders
- 4.2 We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.
- 4.3 We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

#### **5. Information from pupil data and school audit**

- 5.1 There is no disabled access to the main entrance. The main buildings are generally accessible despite the different levels and steps, although routes to some areas can be convoluted. The office can be accessed by using the side gate off Baskerville's pathway and following the path around to the back of the Chantry building.
- 5.2 The disabled toilet by the main office is also accessible via this route. Other disabled toilets are available.
- 5.3 There are 4 designated spaces available for disabled parking. No play areas are located by either car park.
- 5.4 The school grounds are enclosed by high level fences with all gates combination locked.
- 5.5 Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are on the playgrounds.
- 5.6 There are many spaces available for small group work.
- 5.7 Furniture and equipment are selected as standard, age related as appropriate.
- 5.8 All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in productions, music, PE and assemblies.
- 5.9 School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

- 5.10 Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with LSAs to address pupils' individual targets and liaise with specialist and support services.
- 5.11 Lessons provide opportunities for all to succeed through inclusive, differentiated plans.
- 5.12 Where appropriate, access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.
- 5.13 We work in close consultation with the EMAS (Ethnic Minority Achievement Specialists) team in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum where possible.
- 5.14 There is a clear policy on the administration of medicines, with staff trained to administer epi-pens. Photographs of children with specific medical needs or allergies are displayed in the staff rooms. Information relating to these children is also passed on to playleaders and included in registers in order to inform visiting teachers.
- 5.15 Epi-pens, and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips where necessary.

## **6. The DDA**

- 6.1 The Disability Discrimination Act applies to all employers and everyone who provides a service to the public, except the Armed Forces.
- 6.2 It is a law designed to end discrimination against disabled people. It also meets the needs of small to medium sized businesses because it is flexible enough to take account of your business's individual circumstances
- 6.3 Under the Disability Discrimination Act, small to medium sized businesses have to make reasonable adjustments so they do not discriminate against disabled customers or employees.
- 6.4 This may affect the way you treat your staff, job applicants and customers.
- 6.5 The law has been designed so that you only have to make reasonable changes, but if you fail to do what is reasonable, a disabled person could take legal action against you for treating them unfairly.
- 6.7 If your organisation is not accessible to disabled people, you could be missing out on a lot of potential customers.

**Moorlands Schools Federation Accessibility Plan Academic year 2014-2017**  
**Improving the Physical Access**

	Issue being addressed	Action to be taken	How the impact of the action be monitored	How often will monitoring take place	Who will responsible for monitoring	Start date	Completion date
Year 1 2014 -15	To make reasonable adjustments for accessibility to the school	Ensure the 4 identified disabled spaces are used by disabled persons' vehicles only	Spot checks on parking	Weekly	Admin Staff and Facilities Team	Sept 2014	on-going
		Path to be built with new gate to enable wheelchair/buggy access to the rear of the Chantry	Speak to users	Termly – autumn, spring, summer	Admin Team	Sept '14	Sept '14
		Repaint/paint white lines which mark level transitions	Termly Risk Assessment	Termly – 6 times a year	Facilities Team	Sept '14	on-going
	To install handrail on steps at pupil entrance to Chantry building	Install	Speak to users	On installation	Facilities team	January 2015	February 2015
	Improved directional signage	Walk grounds to audit need	Feedback from users	Termly risk assessments	Facilities team		
Year 2 2015-16	To improve quality of sound during hall events	Sound system to be fitted to include hearing loop	Audit of users	Annually	SBM	April '15	April '15
Year 3 2016-17	To improve visual contrast between walls, floors and doors	During internal redecoration	Audit of users	Annually	SBM	August 2016	September 2016

## Improving the Curriculum access

	Issue being addressed	Action to be taken	How the impact of the action be monitored	How often will monitoring take place	Who will be responsible for monitoring	Start date	Completion date
Year 1 2014 -15	To track and monitor data and performance of identified pupils under attendance, performance and attainment	Identify all disabled pupils and track achievements of these pupils alongside general attainment levels.	Through CT pupil progress meetings and end of year analysis	6 times a year	Head, Deputy Head, Inclusion Leader Class Teacher	Term 2, 2014	on-going
		Audit the curriculum for access for disabled pupils including the wider curriculum, visits and residential school trips.	Educational Visits Co-ordinator	Annually	EVC	Sept 14	ongoing
		Audit current curriculum policies to ensure that they don't discriminate against disabled pupils.	Audit	Annually	C&A Governor Committee	Term 6	ongoing
		Audit how far inclusion is integrated within the culture, policy and practice of the school.	Audit	Annually	C&A Governor Committee	Term 6	ongoing

		Look at teaching and learning, homework, grouping of pupils, assessment arrangements, trips. Identify staff training needs	Observations	termly	Deputy Head	Sept 14	ongoing
	To develop the dyslexia –friendly classrooms	Teachers to implement suggestions to improve current practice	Through CT pupil progress meetings and termly analysis	6 times a year	Head Deputy Head Inclusion Leader Class Teacher	January 15	ongoing
Year 2 2015-16		Use of laptops/ipads and chrome books in the curriculum	Observations by class teachers	termly	ICT subject leader	September 2015	Ongoing
Year 3 2016-17		Continue to develop IT provision	Through observations	termly	Teachers Subject leader Deputy Head	Sept 16	ongoing

### Improving the Communication access

	Issue being addressed	Action to be taken	How the impact of the action be monitored	How often will monitoring take place	Who will be responsible for monitoring	Start date	Completion date
Year 1 2014 -15	Make written material available in alternative formats when requested	School to make itself aware of the services available for converting written information	The school will be able to provide written information in different formats when requested	Annually	Admin Team	July 2015	on-going
		Review all current school publications and promote the availability in different formats when requested	All school information available for those who request it	Annually	Admin Team	July 2015	On-going
	Promote positive attitudes towards disabled people through communication, policies and practices	Raise awareness	The school will be able to provide written information in different formats when requested	Annually	C&A Governors Headteacher	Sept 2014	On going
	School to ensure that all parents and carers have the opportunity to declare a disability or health condition at any time		Audit of users	Annually	Admin Team	In place	On-going



Year 2 2015-16	Improve access to written communication and the delivery of information Include advice on materials available, support services and reprographic equipment	Contact relevant bodies for information	Audit of users	Annually	School leaders	July 2016	ongoing
	Use of Website and texting service to keep parents informed, without having to come in to school.	Collect all email addresses and mobile numbers	Audit of users	Bi-annually	Admin staff	Sept 15	ongoing
	To introduce DB primary to staff	Train staff	PDM and additional training dates	Updates termly	ICT subject leader	April 15	ongoing
Year 3 2016-17	To develop the use of DB Primary as the whole school learning platform	Roll out to staff and families	Audit of staff and families	Annually	ICT subject leader	Sept 2016	On going