



Moorthorpe Primary  
Accessibility plan 2017 -2018

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## Accessibility plan

2017 -2020

### Section 1: Vision statement

- Requirement under the Equality Act 2010 for schools to have an accessibility plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At Moorthorpe Primary School 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. Moorthorpe Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

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;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

All people consulted value the ability of the school to cater for the differing needs of pupils.

No issues were raised on a recent survey.



We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

2. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

3. The Accessibility Plan will contain relevant actions to:

□ Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

□ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

□ Improve and make reasonable adjustments to 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



time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new Plan for the following period.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- How the plan will be shared (see table below)
  
- Internal and external monitoring procedures
- The plan's focus on the physical environment, curriculum, and written information
- Training
- Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations
- Complaints procedures



Approved by: P Pollard

Date: Summer 2017

Next review date: Summer 2020



## Accessibility Plan: Summer 2017

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Raise staff awareness of disabilities issues.	<b>School to seek advice from experts.</b> <b>Consider needs of specific pupils, both for school and off-site activities.</b>	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. LSAs. Other non-teaching staff.
		<b>Promote disability equality via</b> <ul style="list-style-type: none"> <li>• Staff meetings.</li> <li>• PSHCE lessons.</li> <li>• Assemblies.</li> <li>• Celebrating difference.</li> <li>•</li> </ul>	Whole staff	April 2012 onwards	Increased whole school awareness of disability issues.	SENCo All staff.
2	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	<b>Thorough planning.</b> <b>Advance visits.</b> <b>EVOLVE Form and Risk assessments.</b>	Visit leaders. Educational Visits Co-Ordinator. Head Teacher .	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher SENCO Class teachers. Feedback from pupils



3	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	<b>Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.</b>	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
4	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<b>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Provide laptops or any other resources as deemed necessary</b>	All Staff. Subject leaders. Advisors for sensory impairments/hearing impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.
5	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	<b>Policies to include:</b> <ul style="list-style-type: none"> <li>• <b>Content</b></li> <li>• <b>Strategies</b></li> <li>• <b>Resources</b></li> </ul> <b>That could be employed when planning for pupils with difficulties or disabilities.</b>	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.



## Section 2: Aims and objectives

Our aims are to:

- 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



### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	None		
Corridor access	All corridors accessible	Ensure all clutter free	Premises manager class teachers	Daily checks
Lifts	None			
Parking bays	3 disabled bays	To be kept clear for disabled parking	Premises manager	daily
Entrances	5 – 1 accessible for wheel chair	Maintain access	Premises manager	daily
Ramps	Ramp access to school grounds from Harrow street. Main entrance accessible from Regent street	Gates to be unlocked at start and end of school. When parents need access for school events – this gate to be unlocked	Premises manager	When needed
Toilets	One disabled toilet	none		
Reception area	Accessed via main entrance or KS2 entrance (no steps)	Maintain free from obstructions	Premises manager and business manager	



Internal signage	Fire exit sign Emergency exits Emergency lighting	Ensure on display and at correct height for all pupils	Premises manager and headteacher	Half termly routine fire drill
Emergency escape routes	All signposted in classrooms and areas	Weekly check to ensure in place	Premises manager and headteacher	Checked daily by premises manager