



Moreton Church of England Primary School



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Accessibility Policy/Plan

Date: Nov 2021

Agreed by Governors (Date):

Signed (CoG):

'Growing Together in Faith, Knowledge and Love'



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

Moreton C of E Primary School has been described as having “distinctively Christian values which are well embedded and lived out by both pupils and staff in its daily life and work”. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. 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.

This plan shows how Moreton C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. 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. The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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



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comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Contextual Information

Moreton C of E Primary School has been in its current location since 1821. The original Victorian single storey building is still used today and houses 2 out of our 7 classrooms. Since 1821 the school has been extended numerous times and now our main building now has an additional 4 classrooms, the hall, offices and staff rooms. Externally, the school has a new year 6 classroom with toilet facilities, built in 2013 and an old demountable classroom that is used as a library and music room. There is also a small cabin which has recently been used for group work, this room is not currently fully accessible, however, could be made so by the use of a portable ramp if required. We have 2 disabled toilet facilities, one for use by children and the other adult sized.

Access to the Victorian part of the school underwent modernisation in recent years and now the school has wheelchair access throughout.

At present we have no wheelchair dependent pupils, parents or members of staff.



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4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a curriculum which is well matched for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Educational visits selected to ensure accessible to all 	To accurately assess and plan for needs of all pupils	CPD for staff to further understand the needs of all pupils with a disability. In particular:	SENCo (through use of external training where appropriate – TPP)	April 2021 – July 2023	Raised staff confidence in strategies for meeting needs of all pupils and increased pupil participation
		To improve quality of teaching and learning in writing for pupils with a disability	Autism VI and hearing S & L support Emotional wellbeing Trauma Perceptive Practice			
		To use ICT software to support learning	Use of pupil asset to identify groups and track progress Curriculum materials reviewed in literacy Specific interventions for : PRE teach Reading/Tracking Improving motor skills Research Apps and relevant software Review PE curriculum to ensure accessible for all	HT and SENCo Literacy subject leader SENCo	July 2022 April 2022 Sep 2021	Wider use of SEN resources in classrooms All to have access to PE and be able to excel
				PE subject leader and UKA	Sep 2022	



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	
Improve and maintain access to the physical environment	<p>The environment has continued to be adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Sensory room • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Light switches at accessible height • Interactive boards moveable to an accessible height • Improved visual signage in EYFS for VI pupils 	To ensure all rooms are accessible to those with disabilities	Repair ramp to library	HT/Gov/Finance Manager	Oct 2021	Those with disabilities are able to move around environment easily	
		To provide areas for pupils to undertake specific interventions	Make a disabled parking bay	Surveyor/Project manager	July 2022		
		To provide outdoor safe spaces for those with disabilities	Create small group work rooms		July 2023	All pupils and adults needs are met within the school environment	
			Review extension to hall		July 2023		
			Accessible toilets for members of LGBT+ community		July 2024		
			To ensure access to reception area by all	Creation of peace garden	Forest school leader	July 2022 (begin then ongoing)	Site design accessible by all
			To ensure all those with disabilities can be evacuated safely	Development of onsite forest school		Ongoing	
				Improve access to reception area during any re-design	HT/Gov/Surveyor	July 2023	Disabled staff/parent/carers feel welcome
				Develop system to allow entry for wheel chair users	Diocese		All disabled pupils, staff and visitors able to have safe independent egress
				Improvements to fire alarm system and evacuation plans – signage, emergency lighting, gates.	Caretaker	Dec 2021	
		Continue to implement personal emergency evacuation plan (PEEP) for disabled pupils staff and visitors	SENCo/HT	September (every year)			
		Train staff on their responsibilities	HT				



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of translation resources • Dual language texts for any EAL pupils as required • Use of sign language • Induction loops • Pictorial or symbolic representations • Use of social stories • Interventions on expected/unexpected events <p>Clear information sharing between staff and relevant agencies</p>	<p>To ensure that all disabled pupils understand events, activities and learning at school</p>	<p>Monitored one plans</p> <p>Application for pupils with high needs for EHCP</p> <p>Take advice where Braille is required</p> <p>Continue with interventions</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>SEN paperwork in place for all disabled pupils and all staff aware of pupils needs</p> <p>Confidence of parents to access child's education</p>



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information and provision needs of staff, governors and parents with a disability</p>	<p>Our school uses a range of communication methods to reach school community in a variety of ways. This includes:</p> <ul style="list-style-type: none"> • Twitter • Facebook • Newsletters • Youtube • Website for accessible documents <p>We use 'simple' English. The school office will support and help parents to access information and complete school forms</p> <p>We implement action plans and engage with outside support:</p> <ul style="list-style-type: none"> • Occupational Health • Counselling services <p>We ensure that our recruitment process is in line with Equality Act 2010.</p>	<p>To enable parents to have fully accessible information</p> <p>To enable parents to be engaged in all school activities and events</p> <p>To ensure that all staff are aware of school policies, procedures and day to day running</p> <p>To ensure the school appoints</p>	<p>Continue to discuss with stakeholders through discussions and questionnaires about improvements to be made</p> <p>Key information available in relevant translations</p> <p>Office staff or SENCo to contact and discuss events with parents for whom access to written materials is not accessible.</p> <p>Multi-lingual signage</p>	<p>Office staff</p> <p>Teachers</p> <p>SENCo</p>	<p>Ongoing</p>	<p>All staff and Gov's feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> <p>All parents receive information in a form that they can access</p> <p>Parents know what is happening at school</p>



4. Monitoring

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments (including COVID)
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality and Diversity policy
- Special educational needs (SEN) information report
- SEND policy (including COVID addendum)
- Supporting pupils with medical conditions policy