



MOSSCROFT PRIMARY SCHOOL



“Small school, big heart ... nurturing potential, inspiring confidence.”

Accessibility Plan 2017 – 2019

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

At Mosscroft Primary School the Plan will be monitored and reviewed by the head teacher and SENCo and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

The 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 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

NB: We ask about any disability or health conditions in early communications with parent/carers. Information is gathered on an annual basis each new academic year.

Mosscroft Primary School prides itself on its inclusivity. 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. We collect information from the Early Years settings, so that we are prepared for children when they arrive in school and we liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. Currently we have pupils with a range of additional needs, both of an educational and physical nature, e.g. Autism, heart problems, epilepsy, allergies requiring epi – pen use, continence problems and speech and language difficulties.

The school building is situated on one level with wide corridors and several access points from outside. All internal rooms are accessible. On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are toilet facilities within both the pupil and adult toilet cubicles that are fitted with handrails. The school has internal emergency signage and escape routes are clearly marked.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The core aim is to always increase the extent to which disabled pupils can participate in the **curriculum**

b) Improving the Physical environment

The school 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The core aim is to improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. The core aim is always to improve the availability of accessible **information** to pupils, staff, parents and visitors with disabilities.

Mosscroft Primary School's Accessibility Plan should be read in conjunction with the following policies, strategies and documents. Please note this is not an exhaustive list:

- Behaviour for Learning Policy
- Curriculum Policy
- Equal Opportunities Policy
- Equality Policy
- School Improvement Plan
- SEN Policy
- SEN Information Report

ACTION PLAN 2017 – 2019

Aim	Current good practise	Objectives (state short, medium or long-term objectives)	Actions to be taken	Who is responsible? (including timeframe)	Annual Rag rating & Evaluation
Increase access to the curriculum for pupils with a disability.	At Mosscroft we ensure the curriculum is modified if required to enable disabled pupils to access all aspects and subjects of the national curriculum. Resources are purchased and advice from specialist agencies is gained. We have the bronze dyslexia accreditation award and continue to work hard towards being a dyslexia friendly school.	<p>To ensure our school is an ASC friendly school.</p> <p>To identify pupils who may need additional or different provision as they join our school.</p>	<p>Audit current practise. Action plan to identify areas of development and staff training sessions by the ASC specialist teachers.</p> <p>Gain the ASC accreditation bronze award.</p> <p>Close liaison with EYFS staff regarding the needs of new pupils entering the foundation stage. To liaise closely with HT and previous schools/nursery's and parents regarding any new pupils entering school.</p>	<p>HT</p> <p>SENCo</p> <p>Whole school staff</p> <p>(May 2017)</p> <p>HT</p> <p>SENCo</p> <p>EYFS team</p> <p>Learning mentor</p> <p>(Ongoing)</p>	

Improving and maintaining access to the physical environment.	At Mosscroft we ensure all pupils participate fully in curriculum lessons, extra-curricular activities and school/outdoor learning opportunities by make reasonable adjustments to ensure the physical access throughout and around the school.	To take into account the needs of pupils, staff and visitors who are visually impaired (including dyslexic and ASC requirements) when planning redecorating/display work within the school.	Advice taken re-lighting and colour schemes before any further decorating takes place. Displays consider requirements of VI in terms of text size and font, positioning and colour. Considerations made to the needs of dyslexic and ASC learners when presenting work.	SMT Whole school team Site manager (Ongoing)	
Improving the delivery of written information to pupils/parents.		To ensure pupils, parents/carers and visitors with visual disability have equal opportunity to access information from school.	The school will make itself aware of the services available through the LA for converting written information into alternative Highlight on all school documentation that goes to parents that it is available in larger print on request.	School Business manager Headteacher SENCo (By end Spring 2017)	

Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is a single storey building with wide corridors and several access points to other areas of the building including outdoors.			
Corridor access	All corridors are wide enough to accommodate wheelchair access and are regularly monitored to ensure they are not cluttered.	Ensure all staff are aware that the corridors must be kept free from clutter or objects that may prevent clear access.	Whole school staff.	Ongoing. Regular inspections.
Parking bays	On-site parking for staff and visitors include a designated disabled parking bay located as close to the main entrances as possible.	Ensure disability bay is used by disabled drivers only and are not blocked by non-disabled drivers.	Site manager. All staff and visitors.	Ongoing
Entrances	The main entrances to the building are wide enough to allow wheelchair access.	Ensure all doors are regularly maintained and remain in good working order.	Site manager	Ongoing
Ramps	All entrances to the school are either flat or ramped.	Cost and purchase ramps other exits and entrances that are not flat or ramped.	Site manager, HT, class teacher.	As required.

		Ensure rooms are equipped with ramps if required.		
Toilets	All have at least one toilet cubicle fitted with a handrail.			
Internal signage	The school has internal emergency signage and escape routes are clearly marked.			
Emergency escape routes	All emergency escape routes are clearly marked and monitored regularly to ensure they are not blocked or cluttered.	Ensure all staff are aware that the emergency escape routes must be kept free from clutter or objects that may prevent clear access.	Whole school staff Site Manager	Ongoing