



Moulsecoomb Primary School

Accessibility Plan

Revised: April 2024
To be reviewed: April 2027

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Statement of intent

This plan outlines how Moulsecoomb Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.
- The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- The governing board also recognises its responsibilities towards employees with disabilities and will:
- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCO will be responsible for:
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Aim	Current Good Practice <i>Include established practice and practice underdevelopment</i>	Objectives <i>State, short, medium, and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a curriculum differentiated for all pupils through variation and adaptation We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities 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	We believe in a challenging and ambitious curriculum where all subjects are valued. A broad and balanced curriculum will equip our children with the skills, knowledge, and understanding that they will need for the next stage in learning and to be good citizens in the wider world we live in	To continually review curriculum development and assessment procedures are meeting the needs of ALL pupils	SENDCo	Ongoing	Curriculum is appropriately differentiated and meets the needs of all pupils Wide range of resources meet the needs of all pupils Resources include people with disabilities Assessment data is used to identify and support the needs of all individuals
Improve and maintain access to	The environment is adapted to the needs of pupils as required.	To ensure all pupils can access their learning	As children enter and move through the school with particular needs the physical	SENDCo	Ongoing	All pupils, no matter their needs of disability have full access to the

The physical environment	This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets	Any resources needed for learning.	Environment is reviewed to ensure it meets their needs.			Learning appropriate for them.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Pictorial or symbolic representations Impaired Hearing systems	To ensure that all pupils are able to access the information they need to access the environment and their learning.	As children enter and move through the school with particular needs the physical environment is reviewed to ensure it meets their needs.	SENDCo	Ongoing	All pupils, no matter their needs of disability have full access to the environment and learning appropriate for them.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is on different levels, and two parts of the buildings are two storeys.	Continue to maintain and check future lift access at these points.	Site Manager	Termly
Corridor access	Corridors are wide enough for wheelchairs	Checking that routes remain clear	Site Manager	Weekly
Parking bays	There are numerous accessible parking bays	SLT to be informed if bays are needed for a disabled visitor or member of staff	Head/Office	As needed
Entrances	All main entrances have disability access	Checking that routes remain clear	Site Manager	Weekly
Toilets	Visitor disabled toilets	Facilities to remain clean and clear, and alarm calls to be checked	Site Manager	Weekly
Reception area	Disabled Access and leads to other areas of school	Checking that routes remain clear	Site Manager	Weekly
Internal signage	Internal and external signage to areas of the school is large and prominent.	To review all internal signage and ensure it meets the needs of a range of disabilities.	SENDCo	End of July 2025

Emergency escape routes

All downstairs rooms have direct outside
to outside
Upstairs classrooms have a fire refuge
point

Checking that routes remain clear

Site Manager

Daily