



Moat House Primary School

Accessibility Plan

Period covered by this plan:

September 2017 - September 2019

Introduction

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 favorably for a reason linked 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 to disabled pupils.

This plan sets out the proposals of the Staff and Governing Body of Moat House Primary to ensure 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The DDA defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA, "substantial" means "more than minor or trivial". "Long-term" means has lasted or is likely to last more than 12 months.

The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education which is available locally.

Section One

1A: Our vision and values.

Moat House Primary School is committed to providing the best quality provision for all pupils including disabled pupils and adult members of the wider community. We want to ensure that all children have full and equal access to the National Curriculum that prepares them for life beyond school. The same commitment applies to the extended curriculum beyond the school classroom. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities.

It is our intention to involve all staff in the development of the plan. We hope that all parties will feel a sense of ownership of the plan. The next three years will provide an opportunity to remind staff of the three key duties towards disabled pupils and their responsibility to remove barriers to learning for disabled pupils.

1B: Pupil data and school audit.

Moat House Primary School is a two form entry school in the North East of the city. The area it serves is one of high deprivation and our free schools meals numbers are one of the highest in the country. Since the school operates an inclusive and open admissions procedure, disabled children will be admitted if they meet the same admissions criteria as those children who are not disabled.

Moat House was rebuilt in 2004 and has all the advantages of a new building. Access is very good for all children and adults, including those with disabilities. All door ways have double opening, or are extra wide to ensure easy entrance and exit points. The second floor of the building is accessible by a lift. All classrooms have ample floor space and can accommodate children in wheelchairs if necessary.

The school has a successful record of achieving the best possible outcome for the SEND students it supports. The team of teaching assistants and teaching staff at Moat House Primary School has considerable skill in terms of both expertise and experience in dealing with difficulties across the SEND spectrum. They deliver appropriate and professional support in all areas.

Section Two

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school has a number of priorities :

- continue with CPD to raise skill levels in staff
- bespoke training to meet the specific medical needs or physical needs of individuals
- a review of schemes of work to ensure more differentiation in the classroom and the sharing of good practice
- Build further links with Castlewood school.

Key people will be involved in these developments:

- All Moat House staff – specifically SLT to monitor planning, timetabling and use of space
- Subject leaders for any changes to schemes of work
- Appropriate deployment of our excellent team of support staff.

2B: Improvements to the physical environment.

These are ongoing:

- development of quiet spaces on the playground
- development of the playing areas
- review or organisation of space in classrooms and shared areas inside the school buildings
- Ensure children in wheel chairs or using frames can move round school safely - by ensuring equipment in the classroom is fit for purpose, supporting their movement by insisting they are accompanied around school to help with doors etc

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

- As part of the school's review of feedback, SLT will pay particular attention to the language used, simplifying it whenever possible.

Section 3:

3A: Management, coordination and implementation.

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Head Teacher and the appropriate member of the Senior Leadership Group. Curriculum issues will be reviewed by the Governors' Curriculum Committee and asset management will be the responsibility of the Finance Committee.

The management and monitoring of this plan must fit in with existing line-management and school development planning systems:

- The needs of individual pupils will be reviewed annually at the SEN Review or if called more frequently as the need arises. The Inclusion manager will liaise with the Head Teacher if further resources are required.
- All the issues identified Head Teacher will report to the appropriate Governors' Committee.
- The plan will be reviewed in July/September each year as part of the Annual School Self Review in order for progress to shape the School Improvement Plan.
- The Head Teacher will liaise with the Local Authority Planning managers as necessary and with our lead consultants when a maintenance or capital project is planned.

3B: Getting hold of this plan.

- The school will make it known via school newsletters that the plan is on the website, and can be given as a hard copy if necessary.
- The plan will be published on the school's web site.

Approved by Governors: