



# Moir Primary School

## Accessibility Plan 2025-2027

This policy is reviewed every 2 years and was agreed by the Governing Board of Moira Primary School in September 2025 **and will be reviewed again in September 2027.**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

**Statutory Document**

## **Background**

*This Accessibility Plan is compliant 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. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Moira Primary School.

This scheme incorporates Moira Primary School's plans to increase access to education for disabled pupils, staff, parents and visitors.

## **Definition (Equality Act 2010)**

"A person has a disability if he or she has a physical or mental impairment that 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 is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

## **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

## **Statement**

Moira Primary School recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to either school. We have had pupils who have Asperger's Syndrome, Dyslexia, Dyscalculia, Dyspraxia, Down's Syndrome, Attention Deficit Disorder, Operational Defiance disorder and food allergies as well as those who have impairments in hearing, speech, sight and physical movement. Provision for these pupils has been

made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers and specific software and resources.

## **Principles**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy.

The school recognises its duty under DDA

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education
- 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.

## **Provision**

The extent to which disabled pupils can participate in the schools' curriculum we will consider:

- The impact the delivered curriculum has upon pupils with disabilities
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made
- The appropriate deployment of adult and peer support and the effective training of adults involved
- How the curriculum supports awareness of and positive attitudes towards, disability
- Effective access to specialist advice and support
- Resource development
- Access for all in our monitoring and review cycle.

In improving the physical environment, Moira Primary School will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas
- The provision of particular furniture and equipment to improve access.

## **Strategy**

As part of Moira Primary School's Disability Equality Scheme, we have adopted the following approach:

1. To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the school. The annual audit of the physical environment will include a section on reducing an adverse impact on people with a disability. In addition, we complete half termly risk assessments which will identify interim issues.
2. To review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
3. To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. Staff are supported by the

SENDCo and external advisors and are helped in writing IEPs to provide reasonable adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments. Disability awareness training will be considered if appropriate.

4. In order to consider all the implications of an open access policy with regard to disabled pupils, the Achievement and Welfare Committee will review the disability, inclusion, health and safety, SEND, and any other relevant policies as appropriate.
5. This scheme will be reviewed annually by Governors.

The important content of school's documentation complies with dyslexia friendly fonts and formats. This scheme will be published on our website and all parents and community will be notified of its existence and have the opportunity to access a copy online or a paper version through the school office.

## General Targets

Action	Success criteria	Lead person	Timescale
Collaborate with relevant personnel to agree action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended where relevant	Gov / HT	N/A when appropriate
Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.	Disability awareness planned and delivered to lead person Disability awareness provided to whole school.	Gov / HT	As and when appropriate
Undertake audit of school policies and procedures	Audit undertaken, identified those which need reviewing	Gov / HT	As part of cycle on annual rolling programme

## Improving Curriculum Access

**Current good practice/Summary of progress to date:** Moira Primary School currently demonstrates strong practice in ensuring pupils with disabilities can access the curriculum effectively. Teaching and learning are regularly monitored through class observations and analysis of progress data, which informs structured conversations that include feedback from parents and external agencies. These collaborative reviews ensure tailored interventions are planned and implemented to meet individual needs. Curriculum adaptations are routinely made to support all learners, including those with SEND, helping them to overcome barriers and progress alongside their peers. Governors actively engage with the school through visits, providing oversight of inclusion and curriculum accessibility. This approach supports the ongoing school improvement priorities, particularly those focused on raising SEND outcomes and embedding supportive learning environments. Pupils benefit from a broad, ambitious curriculum designed to be accessible for all.

Target	Strategy	Responsible Persons	Timeframe	Success Criteria
Access to learning and in class provision	<ul style="list-style-type: none"> <li>Review and update SEND children's access to curriculum and resources within class sessions.</li> <li>Conduct termly audits of classroom provision to identify barriers</li> <li>Ensure scaffolding that supports teaching strategies are embedded in all lessons</li> <li>Continue to liaise with external professionals to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations</li> </ul>	SENDCo Subject leaders HT / SLT	Termly  Ongoing	<ul style="list-style-type: none"> <li>Ensure scaffolded / differentiated teaching strategies are embedded in all lessons</li> <li>Barriers identified and addressed promptly</li> <li>Positive feedback from pupils and parents</li> <li>Observations and learning walks show consistent use of differentiation / scaffolding</li> <li>All pupils have equal access to a broad and balanced curriculum</li> </ul>
Regular training for teachers on adapting the curriculum	<ul style="list-style-type: none"> <li>Undertake an audit of staff training requirements – identify training needs</li> <li>Develop a training calendar focused on curriculum adaptation, including training on social communication for pupils with ASD or similar</li> </ul>	SENDCo HT / SLT	Termly  Ongoing	<ul style="list-style-type: none"> <li>Training delivered termly - Staff demonstrate increased confidence and competence in adapting the curriculum</li> <li>Positive staff feedback on training quality and relevance</li> </ul>

	behaviours, trauma informed practice, sensory provision to support access to curriculum including playtimes and extra-curricular activities			- All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
All school visits and trips are accessible to all	<ul style="list-style-type: none"> <li>- Ensure all out-of-school provision to ensure compliance with legislation</li> <li>- Review all planned trips for accessibility, including children with physical disabilities, and make necessary adjustments</li> <li>- Update risk assessments</li> <li>- Provide staff with training on supporting disabled pupils during off-site activities</li> </ul>	EVC SENDCo	Checks with each trip/visit planned	<ul style="list-style-type: none"> <li>- All pupils with disabilities participate fully in trips and visits</li> <li>- Staff report confidence in supporting pupils during trips</li> <li>- All providers to enable an inclusive environment which complies with all current and future legislative requirements</li> </ul>
Classrooms organised to promote participation and independence	<ul style="list-style-type: none"> <li>- Implement a classroom layout guide promoting accessibility and independence</li> <li>- Provide resources and assistive technology tailored to pupils' needs</li> </ul>	SENDCo Class teachers	Audit of current cohort needs	<ul style="list-style-type: none"> <li>- Classrooms consistently arranged to support access and independence</li> <li>- Increased independence of disabled pupils in class activities</li> <li>- All areas of the classroom are accessible for all pupils</li> </ul>
Training for Awareness Raising of Disability Issues as required	<ul style="list-style-type: none"> <li>- Schedule awareness-raising sessions for all staff, including support staff, governors, pupils and parents</li> <li>- Integrate disability awareness into whole-staff meetings and induction for new staff</li> </ul>	SENDCo HT / SLT Class teachers	Biannual or as required Ongoing	<ul style="list-style-type: none"> <li>- Staff demonstrate understanding of disability issues and inclusive practises</li> <li>- New staff receive disability awareness training as part of induction</li> <li>- An inclusive school with a well thought out social environment</li> </ul>

### Improving the Delivery of Written Information

**Current good practice/Summary of progress to date:** Moira Primary School demonstrates strong practice in communicating learning information and engaging with pupils and parents. The school uses structured conversations and parent consultations, with attendance carefully monitored to ensure effective participation. Communication with parents is proactive, supported by feedback from external agencies and direct pupil input via the school council, other councils and regular pupil voice sessions with the Headteacher. The school's current culture of high expectations and fostering positive relationships supports the ongoing development of accessible information. However, to further support pupils with disabilities, particularly those with visual impairments or other needs, Moira Primary School recognises the importance of improving the availability and formats of written and other communication materials, alongside raising awareness among staff and pupils about disability and effective strategies for support.

Target	Strategy	Responsible Persons	Timeframe	Success Criteria
Availability of written material in alternative formats as required	<ul style="list-style-type: none"> <li>- Identify pupils and parents requiring alternative formats through consultations and SEND reviews</li> <li>- Develop and maintain a resource bank of alternative format options (e.g., large print, audio, Braille, digital)</li> </ul>	Headteacher SLT Office Manager	Set up during the Autumn term Ongoing	<ul style="list-style-type: none"> <li>- All pupils and parents who require alternative formats receive materials in their preferred format within a reasonable timeframe</li> <li>- Positive feedback from pupils and parents on accessibility of materials</li> </ul>

	<ul style="list-style-type: none"> <li>- Ensure all new written materials can be easily adapted for alternative formats</li> <li>- Train office and teaching staff on producing and providing alternative formats promptly</li> <li>- Use Forest Way and the LA for converting written information into alternative formats</li> </ul>			<ul style="list-style-type: none"> <li>- Staff demonstrate confidence in providing alternative formats</li> </ul>
Make available school prospectus, newsletters and other information for parents in alternative formats	<ul style="list-style-type: none"> <li>- Review existing prospectus, newsletters and key communications for accessibility</li> <li>- Produce accessible versions of these documents (e.g., large print, easy read, audio versions) when required</li> <li>- Communicate availability of alternative formats to parents and carers regularly</li> <li>- Appropriate website and newsletter</li> <li>- Use of Dyslexia friendly font. Offer of large print/ Braille etc</li> </ul>	Headteacher SLT Office Manager	As required – ongoing updates Note at bottom of newsletter and identified on transition or induction.	<ul style="list-style-type: none"> <li>- Accessible versions of all key school communications are available and promoted to parents</li> <li>- Increased requests and uptake of alternative format materials</li> <li>- Positive parental feedback on accessibility of information</li> <li>- Delivery of school information to parents and the local community improved</li> </ul>
Review documentation with a view of ensuring accessibility for pupils with visual impairment	<ul style="list-style-type: none"> <li>- Consult with specialists and parents of visually impaired pupils for advice</li> <li>- Adapt fonts, colours, layouts and images to meet accessibility standards</li> <li>- Incorporate accessible digital resources and technology where appropriate</li> </ul>	SENDCo Subject leaders	This is not an issue at present but needs to be current	<ul style="list-style-type: none"> <li>- Visually impaired pupils report improved access to learning materials</li> <li>- Staff trained in producing visually accessible documents</li> </ul>
Raise the awareness of disabilities and support strategies among staff and pupils	<ul style="list-style-type: none"> <li>- Integrate disability awareness into PSHE curriculum and whole-school assemblies, and arrange training sessions for staff where necessary</li> <li>- Share case studies and best practice examples in staff meetings and newsletters</li> <li>- Promote a culture of respect and understanding linked to the school's values</li> </ul>	SENDCo PD Lead Headteacher SLT	Curriculum integration ongoing Training as required	<ul style="list-style-type: none"> <li>- Staff demonstrate increased confidence and knowledge in supporting and meeting the needs of disabled pupils</li> <li>- Pupils show improved understanding and empathy towards peers with disabilities</li> <li>- Evidence of disability awareness activities in curriculum and school life</li> </ul>
Enhance communication with parents of disabled pupils	<ul style="list-style-type: none"> <li>- Establish regular, tailored communication channels for parents of disabled pupils (e.g., termly meetings, newsletters tailored to SEND)</li> <li>- Use multiple communication methods (phone, email, face-to-face) to ensure accessibility</li> <li>- Gather and act on parental feedback to improve communication methods</li> <li>- Provide information about external support</li> </ul>	SENDCo Headteacher SLT Office Manager	Regularly through the academic year	<ul style="list-style-type: none"> <li>- Parents are confident to access SEND provisions and contact the SENDCo when required.</li> <li>- Parents of pupils with SEND report feeling well-informed and supported</li> <li>- Increased parental engagement in SEND reviews and school activities</li> <li>- Positive feedback in parent surveys</li> </ul>

	<ul style="list-style-type: none"> <li>agencies and resources</li> <li>Parents to have access to our SEN provision/SEN school offer on the school website. Ensure parents meet and can contact SENDCO at any time to access further support and advice.</li> </ul>			<ul style="list-style-type: none"> <li>Staff demonstrate increased confidence and knowledge in supporting disabled pupils</li> </ul>
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## Improving the Physical Environment

**Current good practice/Summary of progress to date:** Moira Primary School currently demonstrates strong commitment to supporting pupils with disabilities through carefully tailored individual Personal Emergency Evacuation Plans (PEEPs) for children with specific needs. The school has designated a responsible person to facilitate the safe evacuation of pupils with high-level disabilities during emergencies such as fire drills or actual incidents, ensuring safety and inclusion. In addition, the school provides car park access for pupils and carers with mobility difficulties, reflecting sensitivity to physical access needs. Given the school's context, including a significant proportion of pupils with SEND and EHCPs, these measures form a solid foundation for further enhancing the physical environment to better meet the needs of all disabled pupils, staff, and families.

Target	Strategy	Responsible Persons	Timeframe	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> <li>Engage parents/carers during school events and communication channels to identify and update access needs</li> <li>Ensure the school staff &amp; governors are aware of access issues</li> <li>Create access plans for individual disabled children as part of the SEND process</li> <li>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at/starts school (pupil or adult) becomes physically impaired</li> <li>Communication in print around school to help children's understanding and visual recognition</li> </ul>	SENDCo Headteacher SLT	Updates ongoing annually	<ul style="list-style-type: none"> <li>School is effective at identifying and meeting individual needs</li> <li>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs</li> <li>All staff &amp; governors are confident that their needs are met</li> <li>Continuously monitored to ensure any new needs arising are met</li> <li>PEEPs are prepared and reviewed as individual needs change</li> </ul>
Improve the working environment for pupils with visual impairment	<ul style="list-style-type: none"> <li>Assess current lighting, signage, and classroom layouts to identify barriers for visually impaired pupils</li> <li>Install improved, high-contrast signage and tactile markers where needed</li> <li>Provide specialist equipment (e.g., magnifiers, large print resources) as needed</li> <li>Train staff on supporting pupils with visual impairments in the classroom environment.</li> </ul>	SENDCo Headteacher SLT	This is not an issue at present but needs to be current	<ul style="list-style-type: none"> <li>Installation of improved signage and tactile markers</li> <li>Positive pupil and staff feedback on accessibility improvements</li> <li>Increased independence and participation of visually impaired pupils in lessons</li> <li>Staff trained and confident in supporting visually impaired pupils</li> </ul>



	<ul style="list-style-type: none"> <li>- Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>- Check exterior lighting is working on a regular basis</li> </ul>			
Ensure fire exits around school are suitable for people with a disability	<ul style="list-style-type: none"> <li>- Clearly mark accessible fire exits and include them in all evacuation plans</li> <li>- Regularly test all accessible fire exits during drills</li> <li>- Daily health and safety checks of the school and its surroundings</li> <li>- Ensure staff are aware to keep fire exits clear at all times</li> </ul>	PO Headteacher SLT	Ongoing Weekly/daily checks	<ul style="list-style-type: none"> <li>- Accessible exits clearly identified and included in PEEPs</li> <li>- Successful evacuation drills involving disabled pupils/staff</li> <li>- Compliance with fire safety and accessibility standards confirmed by external advisors</li> <li>- Accessible safe exits for all to use</li> </ul>
Whole School Evacuation	<ul style="list-style-type: none"> <li>- Develop and update a whole school evacuation plan that explicitly includes procedures for disabled pupils and staff.</li> <li>- Conduct regular training and drills involving all staff and pupils, with specific focus on roles in evacuating disabled individuals.</li> <li>- Review and update individual PEEPs in line with whole school plan.</li> <li>- Gather feedback after drills to improve processes.</li> </ul>	Headteacher PO SLT	Drills half termly Ongoing training	<ul style="list-style-type: none"> <li>- Whole school evacuation plan in place and disseminated</li> <li>- All staff trained and confident in evacuation roles</li> <li>- Regular, documented evacuation drills including disabled pupils</li> <li>- PEEPs reviewed</li> <li>- Evidence of continuous improvement from feedback</li> </ul>

Should it become necessary the following will need to be put into place:

Improving physical access to school for a child with a physical disability	Movement of furniture Review of access and need	Contact LA for support and advice
Reviewing moving and handling – pupils with disabilities	Moving and handling and back care training React UK	Annual
Pupils who need toileting/catheterisation	Support for training and protocols Training Toileting / intimate care policy	Annual review