



Moira Primary School

Accessibility Plan 2024-2025

This policy is reviewed every year and was agreed by the Governing Board of Moira Primary School in September 2024 **and will be reviewed again in September 2025.**

Signed: _____ Chair of Governors

Date: _____

Statutory Document

Accessibility Plan Moira Primary School

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.

This scheme incorporates schools' 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

We at Moira Primary recognise and accept 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 of the schools 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 the 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	Disability awareness planned and delivered to lead person Disability awareness	Gov / HT	As and when appropriate

raising of the awareness of whole school regarding duties.	provided to whole school.		
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

Target	Strategy	Outcome	Timeframe	Achievement
Access to learning and in class provision	Review SEND children's access to curriculum within class sessions. Liaise with external profession's (SALT/OT) to incorporate strategies and support within classrooms and around school with children who required specific equipment and adaptations.	All pupils have equal access to a broad and balanced curriculum	Termly	Increased access to the National Curriculum
Regular and repeated training for teachers on adapting the curriculum	Undertake an audit of staff training requirements – identify training needs.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Annual	Increase in access to the National Curriculum
All school visits and trips need to be accessible to all pupils.	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure all staff are fully informed regarding children with SEND needs. Ensure all out-of-school provision to ensure compliance with legislation	All providers to enable an inclusive environment with providers that comply with all current and future legislative requirements	Checks with each trip/visit planned	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote participation	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	All areas of the classroom are accessible for all pupils.	Audit undertake n needs of current	Increase in access to the National Curriculum

and independence of all pupils			cohorts met.	
Training for Awareness Raising of Disability Issues As required	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access	As required.	Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats as required	Use Forest Way and the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved
Make available school prospectus, school newsletters and other information for parents in alternative formats	Appropriate website and newsletter. Dyslexia friendly. Offer of large print/ Braille etc. Parents have been notified in newsletter of the options.	Whole school information available for all stakeholders	As required. Note at bottom of newsletter and identified on transition or induction.	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service if it becomes necessary	All school information available for all	This is not an issue at present but need to be current	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of staff of the disabilities we have in school both among staff and pupils and the strategies needed to support their learning or working.	Arrange training courses where necessary.	Awareness of target group raised	Induction. Annual review of pupils in school and staff understanding of their disabilities.	School is more effective in meeting the needs of pupils.

Communication with parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENDCO at any time to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents.	Parent/school communication is strong. Parents confidently contact SENCO for support and advice	Regularly through the academic year	Parents are confident to access SEND provisions and contact the SENDCo when required.
----------------------------	--	---	-------------------------------------	---

Improving the Physical Environment

Target	Strategy	Outcome	Timeframe	Achievement
To be aware of the access needs of disabled children, staff, governors and parents/carers	<p>Ensure the school staff & governors are aware of access issues.</p> <p>Create access plans for individual disabled children as part of the SEND process.</p> <p>Ensure staff and governors can access areas of school used meetings.</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at/starts school (pupil or adult) becomes physically impaired.</p> <p>Communication in print around school to help children's understanding and visual recognition.</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>	As required	School is effective at identifying and meeting individual needs.
Improve the working environment for pupils with visual impairment	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.	<p>Steps painted</p> <p>Colours selected.</p> <p>Lighting effective</p>	Painting refreshed as necessary	Visually impaired pupils are able to access building and facilities more easily and

	Check exterior lighting is working on a regular basis. Incorporate appropriate colour schemes.			move around independently
Ensure there are enough fire exits around school that are suitable for people with a disability	Daily health and safety checks of the school and it's surroundings. Ensure staff are aware to keep fire exits clear at all times.	All disabled children and adults have safe exits from school	Daily checks	Accessible safe exits for all to use.
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if required.	All physically disabled persons can be safely evacuated.	Annually, as children join the school throughout the year	

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