



## **ACCESSIBILITY POLICY AND PLAN**

This Accessibility Policy and Plan are drawn up in compliance 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.

## **Introduction**

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils. We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The definition of disability under the law is a wide one.

A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- The definition includes people with:
  - Hearing or Visual Impairment.
  - Cerebral Palsy.
  - Muscular Dystrophy.
  - mental health issues.
  - Incontinence.
  - People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included.
  - Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities.
  - Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverer's and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

## **Vision and Values**

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

## **Contextual Information**

Our school is a single storey building on one level. There is access to the front of the building through the main reception area up a slope suitable for wheelchair use. Alternatively, there are individual entrances to each of the classrooms, some of which have ramp access. There is a

disabled toilet facility in the front entrance area of school. Entrance into the hall can be via ramp access, through double doors from outside. There is an allocated disabled parking space.

At Moorside:

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Moorside CP Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are their non-disabled peers (if a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. The School Website will make reference to this Accessibility Plan.
7. The School's complaints procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.

**Reviewed by:** Rachel Russell, May 2021.

**Next review date:** September 2022.