



Accessibility Plan

Adopted On:	November 2021
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Review Frequency:	Every three years
Approved By:	Headteacher

At Moss Lane School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe, happy and motivated children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Moss Lane School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Moss Lane School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve 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 timeframe.

Moss Lane School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Teaching and Learning Policy
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs & Disabilities Policy
- Intimate Care Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

School Context

Moss Lane is a two form entry infant school. It is a LEA Maintained School that is focussed on providing a quality education for all its pupils. The school is well respected in the local community and is fully subscribed.

- Year R pupils come from a large number of different nursery providers.
- The school is situated in the heart of Godalming town.
- School data shows that the level of attainment on entry into Reception varies between average and below average.
- The majority of the pupils are white British.
- 15% of pupils are on the SEN register.
- Pupil Premium eligibility is usually around 6%.

Adaptations already made to the buildings/curriculum are:

- Learnpads used wirelessly throughout the school.
- Portable sloping desk supports are available.
- Special chairs and tables are purchased according to need.
- Wobble cushions, fiddle/chew toys, cushions, weighted blankets, pen holders, different styles of pens are available, etc.
- Disabled parking bay.
- Ropes on front and back door to allow easy of access for a wheel chair user.
- IWB/screen adapted for a wheel chair user.
- IWB screen set to a different colour for dyslexia.
- Disabled toilet and wet room.
- Staff members are supportive in moving furniture and re-arranging rooms to meet accessibility requirement for wheelchair users.
- All KS1 Classroom accessible and on level flooring.
- Ramped access to playground.
- Acoustic reduction panels installed in Reception.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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 priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENDCo
- Admin officer

This policy should be read in conjunction with Appendix 1 which defines disability and Appendix 2, the school's Disability Equality Action Plan.

Appendix 1

DEFINING DISABILITY

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the Equality Act 2010 as being disabled. The Act 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.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more.

Mental and physical impairment

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one 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.

Special educational needs and disability

Though the definition of disability comes from the Equality Act and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap

between the two groups of children. 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 need special educational provision to be made for them in order to be able to access the education which is available locally.

Appendix 2

Accessibility Plan 2021 – 2024

Aim	Current good practice <i>Include established practice and practice under development</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	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. 	Ensure EHCP's and risk assessments enable children with disabilities to have full access to the curriculum	Advice sought from specialist teachers where possible. EHCPs to be used to create individual programmes of study and 1:1 boxes. Complete risk assessments to ensure access to all school activities and educational visits	SENDCo Class Teachers	Ongoing	Pupils with disabilities are able to access all areas of school life. Pupils with disabilities are making progress. All staff are aware of risks and evacuation procedures for disabled pupils.
	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a 	To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. special grips, headphones, writing slopes Seating etc.	SENDCo	Ongoing	The barriers to learning will be reduced or removed, enabling children to achieve their full potential

	<p>disability and in specific steps via target tracker</p> <ul style="list-style-type: none"> • Individual support plans have targets that are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils. • Inclusion lists are distributed to all adults in each class so that they are aware of all the educational and health needs in their class. 	To identify children coming to Moss Lane School for the next academic year who may need provision	At least one visit per child to the school and visits to their current setting where possible. More than one visit for children identified as needing support.	SENDCo EYFS Team	May to early September annually	Provision set in place ready for when the child(ren) start school
		To establish and maintain close liaison with parents	Parents of children with an individual support plan are invited to review their targets with the class teacher and/or SENDCo termly. Good communication is kept throughout the year with progress, concerns and support.	SENDCo Class Teacher	Termly Ongoing	Parents of children with individual support plans feel involved in supporting their child.
		To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDCo and other staff to attend network opportunities. Time allowed for staff to attend relevant meetings for the pupils they are teaching.	SENDCo Headteacher	Ongoing	All relevant staff have been able to attend relevant networking meetings for their role. Staff attend annual reviews and future annual reviews for possible new students.

<p>Improve and maintain access to the physical environment</p>	<p>Our school has been adapted to meet the needs of pupils and currently includes:</p> <ul style="list-style-type: none"> • Level access to the main entrance • A ramp into the back of KS1 building • Corridor widths of 1.2m • A disabled parking bay • Disabled toilets and changing facilities in ks1 front entrance • Library shelves at wheelchair-accessible height 	<p>To regular review the needs for current pupils</p>	<p>Regular reviews of Individual Support Plans and EHCP.</p>	<p>SENDCo Class Teacher</p>	<p>Termly or when a new pupil is expected whose needs are not currently met.</p>	<p>All current pupils are able accessible areas required for learning</p>
		<p>To upgrade the fire alarm system so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation where no other suitable method of alerting them</p>	<p>Consideration when repair/maintenance of existing detector heads to be both visual and auditory (guidance for design and selection of fire alarm warning for people with impaired hearing, clause 18 BS 5839-1:2002)</p>	<p>Headteacher</p>	<p>Annually</p>	<p>An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.</p>
		<p>To ensure that personal emergency evacuation plans (PEEP) are completed for any children who are identified as requiring one.</p>	<p>Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements</p>	<p>SENDCo</p>	<p>As required</p>	<p>All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.</p>
		<p>To ensure all learning areas are accessible for pupils.</p>	<p>Regular review of the layout of classrooms to ensure it meets the needs of the children using the space at the time including the</p>	<p>SENDCo Class Teachers</p>	<p>Ongoing</p>	<p>Children are not excluded from learning opportunities because they cannot access around the classroom or equipment.</p>

			computer room, library and hall.			
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: <ul style="list-style-type: none"> • The website 	To ensure written material are accessible and meet their needs	Use of coloured paper/ text / size / visuals / translated resources	Class Teacher	Ongoing	Stakeholders always have access to written material, which meets pupils needs at the appropriate time.