



Moss Hall Schools Federation*

Accessibility Policy

Written: September 2020

Review: September 2021* (3 yr cycle*)

Review by: Executive Head Teacher

Signed by:

A handwritten signature in black ink, appearing to read 'Lis Maimaris', is written over a horizontal line.

Executive Head

Date: 25.03.21

Lis Maimaris

Acting Chair of
Governors

Date: 25.3.21

*Moss Hall Schools refers to both Moss Hall Infant and Moss Hall Junior School. Any reference to school in the document reflects policy in both schools unless otherwise stated.

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1. Legal framework

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
 - United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- 1.3. This policy will be used in conjunction with the following school policies and procedures:
 - Equality Policy
 - Early Years Foundation Stage (EYFS) Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Admissions Policy
 - Behaviour Policy
 - Supporting Pupils with Medical Conditions Policy
 - Administering Medication Policy
 - Anti-Bullying Policy
 - Curriculum Policy
 - Health and Safety Policy
 - School Development Plan
 - Data Protection Policy

2. Definition

- 2.1. A person is defined as having a disability if they have 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.

- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Executive Head Teacher, in conjunction with the Governing Body will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Governing Body will be responsible for monitoring the Accessibility Plan.
- 3.4. The Governing Body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent, carer or colleague.
- 3.6. The Executive Head Teacher/Head of School will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the Executive Head Teacher/Head of School will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Executive Head Teacher/Head of School is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The Executive Head Teacher, Governing Body and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The Inclusion Manager will work closely with the Executive Head Teacher/Head of School and Governing Body to ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents, carers and visitors to the school within a given timeframe.
- 4.3. The plan has the following key aims:
 - **To increase the extent to which pupils with disabilities can participate in the curriculum**
 - **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
 - **To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.**
- 4.4. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in March 2024.
- 4.5. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.6. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.7. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.8. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.9. The school will collaborate with the LA in order to effectively develop and implement the plan.
- 4.10. An access audit will be undertaken by the Governing Body and Inclusion Manager every year.
- 4.11. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.12. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.13. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

- 4.14. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of pupils with an Educational Health Care Plan (EHCP), and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments, including off-site visits or residential stays.
- 7.3. The school aims to provide a curriculum that enables all pupils to feel secure and make progress.
- 7.4. The subject leaders for each subject and the Inclusion Manager or SENDco will work together to adapt a pupil's Special Educational Needs Plan (Learning Support plan: LSP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at both schools.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- 7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.
- 7.11. Teaching assistants are deployed to implement specific interventions for example: English, Maths and Speech and Language programmes.

8. Physical environment

- 8.1. The school is committed to ensuring that all pupils, staff members, parents, carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing in MHI
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the schools to allow for wheelchair access.

- 8.7. Lighting is kept maintained to support visually impaired pupils and staff with markings added as need is assessed

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The Governing Board and Executive Head Teacher/Head of School will review the policy in collaboration with the Inclusion Manager (MHJ) and AHT/SENDco (MHI)