



MOORFIELD
SCHOOL

DISABILITY ACCESSIBILITY PLAN



DISABILITY ACCESSIBILITY PLAN

2015 TO 2018

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial long term and adverse effect on his or her ability to carry out normal everyday activities.'

This ability to carry out normal everyday activities relates to one or more of the following areas: 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 and the perception of physical danger. The DDA has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to prove that it is clinically well-recognised; although the person must still demonstrate a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

At Moorfield School we are committed to creating quality of education for disabled pupils and opportunity for such pupils, staff and visitors to participate fully in the school community. Moorfield is a school which celebrates individuality and one of our aims is to enable each child to make progress from his or her personal level of ability. This assumes that children have different starting points but a culture of inclusion and respect for each other is part of the Moorfield ethos. Our admission policy is non-selective on entry but the school must feel sure that the child would benefit from the education offered and develop their potential whilst at the school.

Moorfield School's accessibility plan (2015 to 2018) is to be implemented over the period in order to fulfil its duties under Schedule 10 of the Equality Act 2010.

It covers:

- a) **INCLUSION** by increasing the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum
- b) **ACCESSIBILITY** by improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education, facilities and benefits offered by the school. Moorfield School's building is difficult for disabled access. It is a Victorian building with four staircases, classrooms over four floors and no lifts. The school grounds and sports pitch are accessed via steps. Reasonable improvements to access are included on the accessibility plan.
- c) **COMMUNICATION** by improving the delivery of information to disabled pupils which is already accessible to pupils who are not disabled.

The Accessibility Plan must be realised in ways which are determined after taking account of the pupils' disabilities taking regard of any preferences expressed by them or their parents. The Governors show regard to implementing the accessibility plan by allocating adequate resources as necessary and keeping the plan under annual review. Consideration will be given to specific individual cases and provision may fall under other policy areas. Reference may need to be made to Mental Health and Behaviour in School (2015) and Counselling in School: a blueprint for the future (March 2015)

Policies relating to or affected by the Disability Accessibility Plan are:

Equal Opportunities Policy
Special Educational Needs Policy
Anti-bullying Policy
School Development Plan
Admissions policy

Drafted by: The Head
Date: June 2015
Reviewed by Governors: June 2016

**MOORFIELD SCHOOL
ACCESSIBILITY PLAN
2015 TO 2018**

Target	Task	Achieved/ Specific Comments	Resources	Responsibility	Monitoring
Accessibility to building and grounds To increase easy access around playground to school hall for wheelchair users	Replace current fence and gate with new gate which is easier for wheelchair/ pushchair users as it provides straight access through the gate.	Scheduled for 2017	Funds for school grounds development project 2015	Bursar	Governors
Accessibility to building and grounds To ensure all stairs are as child friendly as possible	New hand rail down to school grounds to have double height rail.	Completed summer 2015	School funds	Bursar	Complete
Accessibility to building and grounds Improve access for wheelchairs and pushchairs through Nursery doors	Nursery refurbishment to include new doors to the outside of the building. These will be made wide enough for a wheelchair to have easy access. Construct a concrete ramp to side door for easy wheelchair access.	Completed May 2016	General maintenance fund as part of Nursery refurbishment project 2016	Bursar	Complete Governors
Accessibility to Curriculum	Regularly review and monitor progress to ensure disabled pupils make progress in line with their abilities. Provide additional support in small groups or 1:1 as appropriate. Provide IEPs as required with input from parents Provision for children with scotopic sensitivity	Ongoing on pupil specific basis Ongoing on pupil-specific basis Ongoing on pupil-specific basis Photocopies on coloured paper for children with this need.	Time Provided by individual teachers and with Learning Support teacher as agreed with parents Time Awareness and coloured paper	SENCO Subject teachers and SENCO SENCO All teaching staff	SMT SMT SMT SMT Form teacher/parents/SENCO

	<p>Accessibility tools on ipads</p> <p>Writing slopes Larger pencils</p>	<p>Powerpoint slide background not white.</p> <p>Help with reading aloud etc.</p> <p>Top help children who have difficulty with their handwriting.</p>	<p>Access to school ipads</p> <p>School provides writing slopes and special pencils</p>	<p>Teaching staff</p> <p>Teaching staff</p>	<p>Teaching staff</p> <p>Teaching staff/SENCO</p>
<p>Communication within the curriculum</p>	<p>Specific training to meet needs of disabled pupils</p> <p>Provision of communication methods suitable to child with hearing loss.</p>	<p>Provided as per requirement for relevant staff</p> <p>S5 pupil has moderate deafness. She must be sit in the middle of the class and teachers must face her when speaking so that she can lip read.</p>	<p>School funds</p> <p>Awareness</p>	<p>SENCO</p> <p>All staff</p>	<p>SMT</p> <p>Form teacher/parents/SENCO</p>
<p>Communication to parents</p>	<p>Admissions communication with parents.</p> <p>Opportunity on pupils' personal details form for details of specific medical needs and conditions as well as disabilities in order for School to consider the necessary adjustments.</p>		<p>Time</p>	<p>SMT, Govs</p>	<p>SMT</p>
<p>Inclusion Ensure disabled pupils are able to access all areas of the curriculum.</p>	<p>This is specific to each child to ensure inclusion.</p>	<p>Put in place for each child as required. For example, carer support to assist movement around school, classroom locations considered to accommodate physical disabilities.</p> <p>Travel off site specific to child's needs.</p>	<p>Time/resources /staff</p>	<p>SENCO</p>	<p>SMT</p>

Target	Task	Achieved/ Specific Comments	Resources	Responsibility	Monitoring
Inclusion Ensure all recruitment practices are fair.	Equal opportunities policy in place Application reviewed and accessible via email and paper copy.	Review annually	Time	SMT	Govs