



Moat Farm Junior School Accessibility Plan 2022-2025

Reviewed October 2022

Next Review Date October 2025

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Moat Farm Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Moat Farm Junior School aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- to nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally.
- to secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) and / or disabilities

2.2. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Moat Farm Junior School is committed to equal opportunities and inclusion.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Equal Opportunities Policy
- Moat Farm Junior School's Special Educational Needs & Disabilities (SEND) Local Offer
- Moat Farm Junior school's Safeguarding policy.
- Health & Safety policy

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. Current Activities that Increase the extent to which disabled pupils can participate in the school curriculum

- Moat Farm has close working relationships with its feeder infant school with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability.
- The SENCo manages the Statutory Assessment process, ensuring additional resources ,including staffing, are allocated where appropriate through additional top-up funding.
- The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- The school works closely with specialist services including:
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language Therapists
 - Educational Psychology Service
 - CAMHS
 - GPs and paediatricians
 - School Nurse Team
 - Murray Hall Counselling
- The school's staff are given appropriate training for the pupils they work with this may include:
 - Moving and handling pupils with SEN
 - Team Teach
 - First aid training for Specific medical conditions including asthma, eczema, ADHD, diabetes
 - Speech, language and communication needs (SLCN)
 - Emotional difficulties including attachment disorder or bereavement

3.2 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENCO
- Parent support worker
- KRUNCH mentoring
- Counselling with Murray Hall
- Speech & Language teaching assistant for S&L intervention, inc. social communication.
- iPads / access technology
- Range of literacy and maths interventions
- Funfit (fine and gross motor skills)
- Access to swimming lessons with one to one support in the pool.
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits and residential
- Advice and support from School Nurse Team
- Medical Room and specialist First Aiders
- Outdoor learning and forest schools and horticulture
- Transition arrangements, planning and support

3.3 The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.4. Improving access to the physical environment of the school:

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

- The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.
- Moat Farm Junior School has had various additions and improvements made to it over the last few years which have improved its disability access. The school building itself is accessible to all being on one level throughout with entrance ramps at the main (front) and rear of the school. There is a ramp to access the upper playgrounds used by years 4 & 5. There is a disabled toilet. There is a portable metal ramp in school to aid access through any of the doors from the corridor into the two smaller playgrounds.
- Ongoing awareness of pupils' problems will be monitored to assess any more alterations needed. There is an emergency lighting beacon linked to the fire alarm system in the disabled toilet. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

4. Review and Implementation

- The Accessibility Plan is reviewed annually or as required.
- This policy is available to view on the school's website.

Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide enough for wheel chairs if they are kept clear. Individual pupil lockers keep all pupil coats and bags tidy.	Ensure good housekeeping to make corridors accessible	All staff	ongoing
Parking bays	There are two disabled parking bays outside reception. Both bays re-surfaced and marked summer 2019.	Ensure staff park responsibly so that disabled visitors can reach the parking bays.	RN, LB, reception	ongoing
Entrances	The main entrance is accessible via ramp with a hand rail.	none		
Ramps	All ramps are in good condition.	none		
Toilets	There is a disabled toilet that all pupils can access.	none		
Reception area	Reception is easy to access, welcoming and well sign posted.	none		
Internal signage	Welcome signs in reception are in many languages.	To increase the number of pictorial signs in school for toilets etc.	LB, ES	December 2019
External signage	Reception is quite far from the main road and may be unclear to first time visitors. To overcome this there has been a pedestrian walkway marked from the gate to reception and external signage has been increased.	none	LB, RN	
Emergency escape routes	These are clear and easy to access and opposite each classroom.	Install pictorial emergency evacuation signs.	LB	December 2019

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

