



Moorpark Junior School

Accessibility Plan 2016-2020

1. 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 over a prescribed period. 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. Moorpark Primary School 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.

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 the able-bodied pupils; (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.



4. 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 first three-year plan period in order to inform the development of the new plan for the following period.
5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
6. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
9. The Plan will be monitored by Ofsted as part of their inspection cycle.
10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



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Target	Strategy	Outcome	Responsibility	Timeframe	Achievements to date
<u>Equality and Inclusion</u>					
Accessibility plan and Equality Statement to become annual agenda items at Governor meetings.	Clerk to Governors to add to list of required policy action items.	Adherence to current legislation	Head and Governors	Annually	
To increase staff and Governor awareness of equality and disability issues.	Audit staff/ Governor need Develop a programme of training	Whole school community is aware of requirements under new legislation.	Leadership Team and SENCO	Summer Term 2015 (include all new appointed staff)	All staff received online equality and disability training. 2016/2017
Review Inclusion and Equality Policy in line with the new SEN Code of Practice	Review policies with staff and Governors.	Policies reflect adherence to current legislation	SENCO and Leadership Team	Annually	SEN and Equality policy updated in line with academy conversion. Jan 2018



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<u>Physical Environment</u>					
Ensure all areas of the school building are accessible for all children and adults Continue to improve the access of the physical environment for all	SEN staff to audit accessibility of school building and grounds Governors Premises committee to check accessibility and then produce and action plan based on findings	Modifications are made to facilitate access for all	Governors Leadership Team SEN staff	Ongoing	
<u>Current Action needed</u>					
Review the colouring of steps for visually impaired pupils	Paint the edge of the step a different colour to ensure that visually impaired pupils can differentiate the edge of the steps.	Visually impaired pupils will be able to navigate steps without difficulties	Governor Premises Committee	Summer 2016	Complete
Review the colour of handrails on the steps leading up to the upper section of the school	Paint the white handrails blue in line with the new school colour scheme.	Visually impaired pupils will be able to differentiate the handrail from the white wall	Governor Premises Committee	Summer 2016	Complete
Review fire exit procedures for visually and physically impaired children	Add appropriate handrails to the exit doors on both sides so that in an emergency, visually and physically impaired children can exit quickly. Check exit plan for these children and that appropriate exits are available. Risk assessments in place for disabled pupils.	Children can exit the building without hindrance.	Governor Premises Committee	Summer 2016	Complete
Make provision for staff who have a disability	Audit all staff regarding any disability requirements	All staff feel safe within the staff environment	Leadership Team Governors	Ongoing	
Ensure that children with disabilities are placed in a classroom that meets their needs.	Move classrooms on a yearly basis if necessary.	A child's class is appropriate to meet the needs of their disability Either through placement or arrangement.	Leadership Team	Yearly	Review each year complete
Ensure that any new child with a disability has their needs assessed and reasonable adjustments are made to	Assess disability requirements when pupils approach school. Meet with HSLW and SENCO to assess needs	Develop a relevant plan to ensure that the needs of the pupil can be met.	SLT SENCO HSLW	Ongoing	Ongoing





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<u>Curriculum</u>					
Training for staff regarding quality first teaching, differentiation and provision within class, with consideration for the new SEN Code of Practice.	Audit staff awareness and training through: Performance Management Staff Meetings Subject Leaders Reviews	All class teachers make good or outstanding provision for all pupils in their class. All class teachers make suitable changes for access to the curriculum for all pupils.	Leadership team SENCO Class Teachers	Ongoing and regularly reviewed	
Audit of Needs for SEN children	Review specific needs for children on the SEN Register. Provide information and resources for these children Place all relevant information on the provision map.	Class teachers demonstrate needs provision in planning Class teachers demonstrate needs provision through Pupil Passport documentation.	Class teachers SENCO	Ongoing and regularly reviewed	
All before and after school clubs planned to ensure participation for a wide range of pupils	Review all out of school provision to comply with current legislation Pupils Surveys	All clubs will be conducted within an inclusive environment.	Leadership team	Review at change of club timetables	
Classrooms are appropriately organised and all additional appropriate equipment is provided.	Identify optimum classroom layout. Identify all additional equipment needed. Place information on provision map.	All reasonable adjustments are made	All staff	ongoing	
Access arrangements to meet individual's needs when taking tests will be applied for and support provided.	SENCO and teaching staff will undertake appropriate testing and produce reports for application of access arrangements.	All pupils have individual needs met.	All staff where necessary	Ongoing	
Awareness training for appropriate staff regarding children in their class and their specific needs	Provide class or whole school training As necessary	Staff are fully aware of different needs within the classroom	All staff SENCO	As per need	



Obtain Dyslexia Friendly Status Level 1	Audit in class strategies and find evidence	Provide a 1 page checklist for all staff to have in their planning file Award completed by June 2018	SENCO and T J Blando	June 2018	
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<u>Written /Other Information</u>					
Availability of written school documentation in alternative formats when requested	School office staff to identify the services available to convert information into a variety of formats.	School can provide written information in a variety of formats.	School Office Staff Senior Leadership Team	Ongoing	
Availability of written material in different languages	Use the Narrowing the Gap team	School information will be available for all School website has the ability to convert into different languages	All staff	Ongoing	
To continue to improve the communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community Provide appropriate additional equipment that each member of the community requires. Identify any ICT products that can aid in communication.	All members of the school community can access verbal or written information. Use specialist LA services to enable us to adhere to this target.	Senior Leadership Team Office staff.	Ongoing	