



Accessibility Plan

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Review Frequency:	Every 3 years
Approved By:	FGB

Accessibility Plan

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/ Deputy Head teacher
- 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.

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Improving access to the curriculum				
Target	Action	Person responsible	Timeframe	Success Criteria
Out of School Activities enables the participation of all pupils.	<ul style="list-style-type: none"> • On a regular basis to identify areas of need, conduct an audit to establish which groups of children attend clubs – all abilities, all religions etc. • School to support families with financial difficulties to enable access to educational visits etc. • School to buy equipment such as football boots etc. to enable children in need to join clubs 	SC/ HSLW	On-going	All children go on school visits. Pupil premium money enables disadvantaged pupils to attend clubs. Clubs are well attended by all.
To improve access to the curriculum through the use of ICT.	<ul style="list-style-type: none"> • ICT to make learning multi-sensory, i.e. interactive whiteboard, both visual and auditory • Microphones enable children to hear articulation. • Software packages allow additional practice of skills • Increase number of laptops, netbooks and tablets gives children more opportunity. • Termly review for hearing loop. 	SENCO	On-going	Children confident to use computers. IT and software packages raised attainment. All pupils with a disability will have equal access to the curriculum through the use of ICT
School team to be able to use sign/actions as an aid to support children with communication difficulties.	<ul style="list-style-type: none"> • Training for staff in using visual aids. • Use actions in assemblies for songs. • Use visual signs/visual key rings. 	SENCO	On-going training	Children with speech and language needs can make themselves understood. Statemented children can follow instructions. Children in the school use signing/actions when singing.

Improving Access to the Physical Environment

Allotment Area to be accessible to all.	<ul style="list-style-type: none"> • Ensure access from the back gate • Clear path ways at either side of the allotment. • Removal of any debris on pathways. • Ensure bird feeders and planting at different heights. 	Caretaker SG	maintenance ongoing	All children have access to all areas of the school.
To meet the needs of disabled children as and when they join this school.	<ul style="list-style-type: none"> • Make reasonable adaptations to the school to allow inclusion and access. Both large wooden entrance doors need to be on a push button opener as it is difficult to get into the building with one door only. 	As is reasonable for the school	As and when	The school is inclusive.

Improving access to Information

Parents will understand information sent out by the school.	<ul style="list-style-type: none"> • Parents will be made to feel comfortable about informing us of their need. • School will ensure information is understood by parent. • Find preferred means of communication. • Aim for 100% parent evening attendance – teachers follow up anyone who doesn't attend. • Website gives parents instant information. 	SENCO HT Office Internet	Ongoing	School and parents working in partnership with parents feeling valued and involved.
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