



MOORFIELD  
SCHOOL

# DISABILITY ACCESSIBILITY PLAN

Whole School Policy including EYFS



# DISABILITY ACCESSIBILITY PLAN

## 2018 to 2021

---

The Act 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 (“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 (2018 to 2021) 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 SEND) 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; and
- c) **COMMUNICATION** by improving the delivery of information to disabled pupils which is already accessible to pupils who are not disabled.

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 pitches are accessed via steps. Reasonable improvements to access are included on the accessibility plan.

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 Department of Education (DfE) documents: Mental Health and Behaviour in School (2018) and Counselling in School: a blueprint for the future (March 2016).

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

Policy reviewed by: The Head  
Last policy review date: December 2020  
Next policy review date: December 2021

**MOORFIELD SCHOOL  
ACCESSIBILITY PLAN  
2018 to 2021**

Target	Task	Achieved/ Specific Comments	Resources	Responsibility	Monitoring
<p><b>Determining Assistance Required</b></p> <p>To enable School to address specific disabilities either prior to entry or whilst at School</p>	<p>Registration pack includes request for medical information so School informed of any diagnosed disability/medical condition for which special provision needs to be made. To obtain any individual plans which address any specific requirements. Involve pupil, parents, employees, nurses, outside agencies, as appropriate. Children registering with School are invited to 'taster days' so that any specific needs can be assessed to determine if they can be catered for.</p>	<p>Early identification of individual needs. Reasonable adjustments made for each pupil.</p> <p>On-going</p>	<p>Use of current staff so within scope of job and school budget.</p>	<p>Head, class teacher, SEND co-ordinator</p>	<p>Head, Class teacher, SEND co-ordinator</p>
<p><b>Accessibility to building and grounds</b></p> <p>To make it easier for children and adults to access First Aid room and toilet</p>	<p>Upgrade First Aid room to allow visitors and children to use correct size toilet and First Aid facilities. Toilet to be separate from First Aid room with proper door.</p>	<p>Scheduled for Summer 2019 Completed summer 2019</p>	<p>Within plans for school budget.</p>	<p>Bursar and site manager.</p>	<p>Governors</p>
<p><b>Accessibility to building and grounds</b></p> <p>Access to toilet in main hall</p>	<p>Upgrade toilet in the main hall to allow for more space and a hand-rail.</p>	<p>Scheduled for Summer Holidays 2020</p>	<p>Within plans for school budget</p>	<p>Bursar and site manager</p>	<p>Governors</p>
<p><b>Accessibility to Curriculum</b></p>	<p>Regularly review and monitor progress to ensure disabled pupils make progress in line with their abilities.</p> <p>Provide additional support in small groups or 1:1 as appropriate.</p> <p>Provide Individual education Plan (IEP) as required with input from parents</p> <p>Provision for children with scotopic sensitivity</p>	<p>Ongoing on pupil specific basis</p> <p>Ongoing on pupil-specific basis. SEND teaching assistant employed in September 2018 to deliver extra support</p> <p>Ongoing on pupil-specific basis</p>	<p>Time</p> <p>Provided by individual teachers and with Learning Support teacher as agreed with parents</p> <p>Time</p> <p>Awareness and coloured paper</p>	<p>SENDCO</p> <p>Subject teachers and SENDCO</p> <p>SENDCO</p> <p>A ll teaching staff</p>	<p>Senior Management Team (SMT)</p> <p>SMT</p> <p>SMT</p> <p>Form teacher/parents/SENCO</p>

	<p>Accessibility tools on iPads</p> <p>Writing slopes, Larger pencils</p> <p>Purchase of IDL cloud program.</p> <p>From September 2019, a new spelling programme introduced to replace IDL - Spelloidrome</p>	<p>Photocopies on coloured paper/coloured lenses in glasses for children with this need.</p> <p>Powerpoint slide background not white.</p> <p>Help with reading aloud etc. From September 2015</p> <p>To help children who have difficulty with their handwriting.</p> <p>Access the learning of spelling for children with dyslexic tendencies. April 2017</p> <p>Dyslexia training for all staff – September 2019</p>	<p>Access to school iPads</p> <p>School provides writing slopes and special pencils.</p> <p>Access to school iPads.</p>	<p>Teaching staff</p> <p>Teaching staff</p> <p>SENDCO/Learning Support teacher</p>	<p>Teaching staff</p> <p>Teaching staff/SENCO</p> <p>SENDCO/Class teachers</p>
<p><b>Communication within the curriculum</b></p> <p><b>Note: child left school July 2020 at end of Senior 6</b></p>	<p>Specific training to meet needs of disabled pupils</p> <p>Provision of communication methods suitable to child with hearing loss.</p> <p>From May 2019, provision of resources to support a child with limited vision due to an infection. <b>(See detailed IEP for this child).</b></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>Class teacher has worked with RNIB (through Bradford Council) who advised purchasing specific texts in large print (this has been done). All other materials photocopied and enlarged. Extra time for tests and provided with a reader. Work with another child in the classroom so someone can scribe. Work on enlarged font on the computer. When writing, use paper with wider spacing and more defined lines.</p>	<p>School funds</p> <p>Awareness</p> <p>Books purchased through school.</p> <p>All teachers aware of modifying resources to accommodate child.</p>	<p>SENDCO</p> <p>All staff</p> <p>SENDCO</p> <p>Class teacher</p> <p>Head</p>	<p>SMT</p> <p>Form teacher/parents/SEND</p> <p>SENDCO</p> <p>Class teacher</p> <p>Head</p>
<p><b>Communication to parents</b></p>	<p>Admissions communication with parents. Opportunity on pupils' personal details form</p>	<p>More detailed annual form from September 2015.</p>	<p>Time</p>	<p>SMT, Governors</p>	<p>SMT</p>

