



MOORFIELD
SCHOOL

DISABILITY ACCESSIBILITY PLAN

Whole School Policy including EYFS



DISABILITY ACCESSIBILITY PLAN

2022 to 2025

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 pupils with a medical condition 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 (2022 to 2025) 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 pupils with a disability or medical condition (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 and pupils with a medical condition 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 and pupils with medical condition 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 and approved by governing body (December 2022)
Last policy review date: December 2022
Next policy review date: December 2025

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ACCESSIBILITY PLAN
2022 to 2025**

Target	Task	Achieved/ Specific Comments	Resources	Responsibility	Monitoring
<p>Determining Assistance Required</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>Determining Assistance Required</p> <p>To liaise with pre-school providers to prepare for the new intake of children into Reception each year</p>	<p>Head of EYFS to visit all pre-school providers (if child not already attending Moorfield nursery) to discuss individual children due to start in Reception.</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>Accessibility to building and grounds</p> <p>To improve the physical school environment</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p>	<p>To be taken account of whenever any changes or refurbishments are planned where possible, taking into account the restrictions imposed by the nature of the school building and grounds.</p>	<p>Within plans for school budget.</p>	<p>Bursar, site manager and Head</p>	<p>Governors</p>
<p>Accessibility to building and grounds</p> <p>Access to outdoor sandpit area in EYFS playground</p>	<p>Change structure of sandpit to make access easier and safer for all children but particularly for children who may have limitations in mobility.</p>	<p>Scheduled for summer holidays 2023 but plan to be completed Easter 2024 due to issues with plans and builder.</p> <p>Completed April</p>	<p>Within plans for school budget</p>	<p>Bursar, site manager, Head and Head of EYFS</p>	<p>Head, Head of EYFS</p>

		2024			
Accessibility to Curriculum	Regularly review and monitor progress to ensure disabled pupils or pupils with a medical condition make progress in line with their abilities.	Ongoing on pupil specific basis	Time	SENDCO	Senior Management Team (SMT)
	Provide additional support in small groups or 1:1 as appropriate.	Ongoing on pupil-specific basis. SEND teaching assistant employed in September 2018 to deliver extra support	Provided by individual teachers and with Learning Support teacher as agreed with parents	Subject teachers and SENDCO	SMT
	Provide Individual education Plan (IEP) as required with input from parents		Time	SENDCO	SMT
	Provision for children with scotopic sensitivity	Ongoing on pupil-specific basis Photocopies on coloured paper/coloured lenses in glasses for children with this need.	Awareness and coloured paper	All teaching staff	Form teacher/parents/SENCO
Accessibility to Curriculum To support children with ADHD and other focus/concentration issues	Children diagnosed with ADHD/concentration issues require specific tools/equipment to help with listening and processing skills	'Fiddle' toys provided so that children diagnosed with ADHD who need the distraction in order to keep focus. Extra teaching assistant support in KS1 class to provide more 1 to 1 time. From September 2023 and continued for as long as needed.	Toys purchased as part of replenishing classroom resources. Support staff allocated to KS1 class already part of teaching assistant team so no additional cost. This to be monitored and if further support needed, an increase in TA hours will be needed.	Class teacher, Head and SENDCO	Head, SENDCO, class teacher
Accessibility to Curriculum To ensure that children with significant allergic reactions to food items and any specific medical conditions are accommodated in the wider curriculum such as trips,	All staff aware of any allergies and medical conditions through medical information board in staffroom. Staff meetings are opportunity to ensure all staff are up to date with any new information about children. Care plans prominently displayed in	Whole school policy which has been ongoing for over 5 years. Reviewed and monitored regularly or when new children join the school.	No impact on budget	All class teachers, Head of EYFS, catering manager, Parent Association representatives, staff running After School Care and Breakfast club	All class teachers, Head, Head of EYFS

residential, PA and other school events	<p>staffroom.</p> <p>All trips and events are organised to take account of medical/allergy needs and individual children are catered for, eg gluten, dairy free, nuts and certain fruits can be a problem for some children so alternative food items are provided.</p> <p>Teachers liaise with instructors/staff at outdoor centres and trip venues to ensure that specific food items are available or a medical need can be accommodated.</p>				
Communication within the curriculum	Specific training to meet needs of disabled pupils	Provided as per requirement for relevant staff	School funds	SENDCO	SMT
Speech	Children in nursery setting who may have delayed speech.	Early Years Practitioner signs and speaks (Makaton) and is introducing it to other staff.	No funds required as EYFS practitioner already employed	Head of EYFS and Early Years staff	Head of EYFS and Early Years staff
Written communication	Children who struggle to write because of processing, dyslexia, concentration and focus	<p>More class ipads purchased to enable children to use them for writing tasks when needed.</p> <p>Ipads also have spelling frame and spell check software</p>	Within plans for school budget	SENDCO, class teachers, IT lead	Class teachers, Head
Communication to parents	<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>Detailed forms for medical and dietary needs.</p> <p>'Open door' policy for parents to speak to staff when needed.</p> <p>Regular letters from Head detailing upcoming events and any changes in policies or any other operational issues.</p>	Time	SMT, Governors	SMT
		EYFS (including Reception), use of PADLETT to communicate daily curriculum plans and information	Cost of Padlett (£300 per year) out of school budget	SMT, Head of EYFS, Governors	SMT, Head of EYFS, Governors

<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>SENDCO</p>	<p>SMT</p>
<p>Inclusion Ensure all policies and practices are fair.</p>	<p>Equal opportunities policy in place</p>	<p>Review annually</p>	<p>Time</p>	<p>SMT, site manager</p>	<p>Governors</p>