MOORFIELD
SCHOOL

DISABILITY ACCESSIBILITY PLAN

Whole School Policy including EYFS

DISABILITY ACCESSIBLITY PLAN 2026-2027

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, those 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 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

ACCESSIBILITY PLAN: 2026 to 2027

Target	Task	Achieved/ Specific Comments	Resources	Responsibility	Monitoring
Determining Assistance Required To enable School to address specific disabilities either prior to entry or whilst at School	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.	Early identification of individual needs. Reasonable adjustments made for each pupil. Grab handles and pull cords installed as required by Site Manager. As soon as parent registers their child.	Use of current staff so within scope of job and school budget**.**	Head, class teacher, SEND co-ordinator, BGS Estates Manager, Site Manager	Head, Class teacher, SEND co-ordinator
Determining Assistance Required To liaise with pre-school providers to prepare for the new intake of children into Reception each year	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.	Early identification of individual needs. Reasonable adjustments made for each pupil. Appointments made and visits completed before child starts Reception in September.	Use of current staff so within scope of job and school budget**.**	Head, Head of EYFS, class teacher	Head, Class teacher, SEND co-ordinator
Accessibility to building and grounds To improve the physical school environment	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. Sone steps down into school grounds will be assessed.	Changes or refurbishments are planned where possible taking into account the restrictions imposed by the nature of the school building and grounds.	Within plans for school budget.	Bursar, site manager and Head	Governors

Accessibility to Curriculum	Regularly review and monitor progress to ensure disabled pupils with a medical condition make progress in line with their abilities.	Progress reviewed annually and results analysed to ensure children with disabilities or medical needs are making equal progress	Time	SENDCO	Senior Management Team (SMT)
	Provide additional support in small groups or 1:1 as appropriate.	Reviewed regularly on pupil- specific basis. Teaching assistants and teachers 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	As soon as pupil identified with record of concern	Time	SENDCO	SMT
	Provision for children with scotopic sensitivity Special pencil grips provided if required.	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 to provide more 1 to 1 time.	Toys purchased as part of replenishing classroom resources. Support staff allocated to relevant parts of school.	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, residentials, PA and other school events	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 staffroom using only children's initials. All trips and events are organised to take	Reviewed and monitored regularly or when new children join the school.	Whole staff training by September 2026	All class teachers, Head of EYFS, catering manager, staff running After School Care and Breakfast club. Training is disseminated to all volunteers.	All class teachers, Head, Head of EYFS

	account of medical/allergy needs and individual children are catered for, e.g., gluten, diary free, nuts and certain fruits can be a problem for some children so alternative food items are provided. 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.				
Communication within the curriculum Speech Written communication	Specific training to meet needs of disabled pupils Children in nursery setting who may have delayed speech. Children who struggle to write because of processing, dyslexia, concentration and focus	Provided as per requirement for relevant staff Early Years Practitioner signs and speaks (Makaton) and is introducing it to other staff. Ipads enable children to use them for writing tasks when needed. Ipads also have spelling frame and spell check software which is updated annually	School funds No funds required as EYFS practitioner already employed Within plans for school budget	SENDCO Head of EYFS, Early Years staff SENDCO, class teachers, IT lead	SMT Head of EYFS and Early Years staff Class teachers, Head
Communication to parents	Admissions communication with parents. 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.	Detailed forms for medical and dietary needs. 'Open door' policy for parents to speak to staff when needed. Individual communication from Head specific to child's needs EYFS (including Reception), use of PADLETT to communicate daily curriculum plans and information	Time Cost of Padlett (£300 per year) out of school budget	SMT, Governors, Catering Manager SMT, Head of EYFS, Governors	SMT SMT, Head of EYFS, Governors
Inclusion Ensure disabled pupils are able to access all areas of the curriculum.	This is specific to each child to ensure inclusion.	Put in place for each child as required. For example, carer support to assist movement around school, classroom locations considered to accommodate	Time/resources/ staff	SENDCO	SMT

		physical disabilities within restraints of timetables Travel off site specific to child's needs. Ramp on minibus enables access.			

Next review: June 2027