



Accessibility Plan

Moorfield Primary School

Date of Policy	December 2020
Reviewed	December 2023
Date of next review	December 2026

Moorfield Primary School Accessibility Plan

This plan aims to improve access to all aspects of education within Moorfield Primary School and remove any existing barriers to pupil learning. It also aims to widen the opportunities for including pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way, the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has four interlinked elements:

- 1) Physical improvements to increase access to education and associated services by:
 - Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.
- 2) Improvements in access to the curriculum by:
 - Supporting all pupils enabling them to access the national curriculum.
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
 - Gaining the views of a focus group of People with SEND
- 3) Improvements in the provision of information in a range of formats for SEND pupils by:
 - Providing for pupils and their carers / parents, information about the school and its curriculum in a format that takes account of any people with SEND.
- 4) Promotion of the rights and achievements of people with SEND by
 - Carefully monitoring any bullying or harassment of SEND children.
 - Ensuring that children are aware of the accomplishments of a range of disabled people, such as athletes, musicians, scientists, etc.

1) Access to the Physical Environment

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	School is aware of the access needs of SEND children, staff and parent/carers.	To review provision plans for individual SEND children (if applicable).	Ongoing throughout the academic year.	SENCO / Headteacher / Outside agencies eg OT	Individual plans are in place for SEND pupils when appropriate and all staff are aware of pupils' access needs. Parents are fully able to access all school activities.
	School staff have greater awareness of access issues.	Ensure staff are aware of access issues concerning individuals.	Ongoing Continuous focus	Headteacher / SENCO	All staff are aware of access issues.
		Ensure all contractors are carrying out repair and maintenance work to standards laid down by Telford and Wrekin.	Continuous focus	Headteacher / SBM	Contractors ensure that the access needs of all children are taken into account when planning and carrying out any future R&M works.
		School remains in consultation with parents and carers to discuss issues of SEND			School is aware, through consultation, of the needs of all users who consider themselves to have SEND.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To maintain access throughout the school.	To ensure that all furniture and equipment is placed in such a way as to allow wheelchair access.	Ongoing	Class teachers, Caretaker	All people with disabilities feel more welcome.
	Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they blow. Check that edges of any external steps are painted yellow.	Ongoing	Caretaker	Visually impaired people feel safe both within the school and its grounds.
	Ensure that all SEND pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all SEND pupils (if applicable). Ensure that all staff are aware of responsibilities.	As necessary With immediate effect	SENCO / staff Headteacher	All SEND children and staff working with them are confident in the event of fire.
Medium Term	To review the needs of SEND pupils annually each April to inform budget plan.	To ensure the changing needs of pupils are met and funding is secured to support children effectively Ensure all contractors carrying out building work are doing so to standards	April 2024	Headteacher	The changing needs of our SEND pupils will be met effectively and in good time.

		laid down by Telford and Wrekin.			
Timeframe Long Term	Targets To continue to review the needs of our pupils and ensure the building meets their needs effectively.	Strategies To meet with SENCO and parents of any pupils with SEND that may require additional modifications to the furniture or building to accommodate their needs.	Timescale Ongoing	Responsibility Headteacher	Success Criteria The building and equipment meet the pupils needs effectively.

2) Access to the Curriculum

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Ensure staff have access to specific training on SEND issues if applicable.	Identify staff training needs	Ongoing	SENCO	Raised confidence of staff in strategies to differentiate work for SEND pupils. How to manage behaviour needs effectively.
	Ensure staff are aware of, and able to use, SEN software and resources	SENCO to keep staff updated about new software.	Ongoing	SENCO	Wider use is made of SEN resources in Lessons
	Ensure all staff are aware of SEND children's curriculum access.	Ensure that IEP's and Provision Plans address access needs and that information is shared with appropriate staff.	Termly reviews	SENCO	All staff are aware of the access needs of individual SEND children.

	Ensure SEND children participate equally, when desired, in after school activities.	Survey participation in extra curricular activities for SEND children.	Ongoing	SENCO	SEND children participate confidently, when desired, in after school activities.	
	Monitoring of the achievements of SEND children.	Achievements monitored according to SEND Pupil voice to include SEND children	Ongoing through Pupil Progress Meetings	Headteacher/SENCO	Trends or patterns can be established and action taken if necessary.	

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	Ensure all school trips are accessible to all.	Review guidance for staff on making trips accessible.	Ongoing	Headteacher	All school trips are accessible to all children.
	Increase confidence of staff in differentiating the curriculum to suit the specific needs of SEND children.	Undertake audit of staff training needs and changing needs of pupils.	Summer Term 2024	Headteacher / Curriculum co-ordinators	Training needs of staff are clearly understood.
Long Term	Ensure staff undertake disability equality training as appropriate.	Seek advice from the LA on training available for existing and new staff.	Ongoing	Headteacher / SENCO	All staff work from a disability equality perspective.

3) Access to Information

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To use Pupil Progress Meetings to establish changing needs of pupils.	School to adapt to the needs and developments made by the pupil and meet them to a high standard.	Half-termly	SENCO Head Teacher	To increase the confidence of pupils, parents and carers of SEND children.
Medium Term	Review information provided to parents or carers to ensure it is accessible.	Ask parents about their information access needs when child is admitted to school on initial data sheet.	Summer Term 2024	Reception Teacher / SBM	All parents receive information in a format that they can access.
Long Term	Children become more aware of their own strengths, areas for development and access needs.	Encourage children to express their access needs and explore their strengths and areas for development. Pupil voice to include children with SEND.	Ongoing	SENCO	Children able to articulate their access needs and understand their own strengths and areas for development.
	Ensure information given in Annual Reviews is accessible to all participants.	Ask parents, carers and children about preferred formats in review meetings.	Annually	SENCO	Parents receive information in a format that they can access.

4) Rights and achievements of people with SEND

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	SEND children fully participate in school life.	Encourage SEND children to be represented in sporting events and assemblies.	Ongoing	Class teachers Headteacher Sports leader	SEND children participate in many areas of school life.
	Any bullying or harassment of SEND children is monitored and dealt with effectively.	Monitoring procedures are established - supervision carried out fortnightly Anti-Bullying Policy PSHE curriculum with a focus on celebrating differences.	Ongoing	Headteacher	Elimination of any bullying of SEND children.
Medium Term	Disability is displayed positively in books, displays, assemblies and events.	Books & display materials purchased to portray the positive achievements of disabled people. Mental Health Library of books with a focus on celebrating differences.	Ongoing	SENCO	Disability is displayed positively in books, displays, assemblies & events.
Long Term	To look for ways to enhance SEND pupils engagement.	SENCO and Head Teacher to highlight opportunities for pupils and parents, both inside and outside of school.	Ongoing	SENCO SBM	Wider opportunities sign posted and made available to pupils.