

# Moorside Primary School



## Accessibility Plan 2023-2025

Accessibility Plan updated 2023 V2



## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.  
We pride ourselves in being a caring school community where everyone is welcome.  
We strive to deliver an outstanding education for all our children.  
We help everyone to become caring and active citizens.  
We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.  
We want to create new opportunities for everyone to succeed.  
We want to create a culture, which broadens all of our horizons.  
We want everyone to be able to tackle the challenges we will face in an ever-changing world.  
We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe that**

Our local community deserves a school they can be proud of.  
We are a caring community where everyone is welcome.  
We all value, respect and support each other.  
Our community has the right to be safe and healthy.  
Our children should have the chance to enjoy and be enthused by their time in our school.

##### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do.  
Everyone demonstrates good manners at all times.  
Everyone respects each other and show consideration.  
Everyone respects and cares for our environment and resources.  
Everyone celebrates each other's successes and achievements.

## **Introduction**

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled children as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum.
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled children.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: they have a long term physical and mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Our school aims to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

If any issues arise with regards to accessibility to our school or curriculum, we welcome the feedback and will strive to make improvements. We have included a range of stakeholders in the development of this accessibility plan, including Parents/Carers, staff and Governors in school.

This plan reflects current practice within school and all related government guidance and statutory requirements.

At Moorside Primary School we aim;

- To ensure education is based on inclusivity and promotes excellence in all aspects for all children in our schools.
- To provide outstanding provision which maximises opportunities for all children, Parents/Carers and the wider community.
- To ensure the whole child is at the heart of the shared policy and practice and that all children are included.
- To use and share extensive expertise to remove barriers to learning.

## **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**Moorside Primary School recognises its legal duty to:**

- Not discriminate against disabled children in our admissions and exclusions.
- Ensure that there is no discrimination in provision of education and associated services.
- Take reasonable steps to avoid putting disabled children at a substantial disadvantage.
- Raise aspirations, empower children and develop their capacity to make informed choices and lead a happy, healthy life.
- Embrace diversity, promote resilience, recognise individual needs and encourage all children to achieve their best.
- Provide high quality teaching to ensure we deliver a rich and varied curriculum in an inspiring and creative way.
- Publish an accessibility plan.

**Contextual Information**

Moorside Primary School caters to a diverse population and over time the school has supported children with a wide range of needs. Some Parents/Carers may also have additional needs and many families are in the early stages of learning English. Some, though not all, of these families read and write another language.

Moorside Primary School provides all children with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum through:

- Providing high quality teaching that ensures we deliver a rich and varied curriculum in an inspiring and creative way. Through their learning children become literate and numerate.
- Facilitating children in developing aesthetic, artistic, social and spiritual awareness.
- Nurturing an understanding of fairness, acceptance and respect for others.
- Working together with the whole school community to ensure success.
- Setting suitable learning challenges.
- Responding to the diverse needs of our children.
- Overcoming the potential and existing barriers to learning and assessment for individuals or groups of children.

**At Moorside Primary School we are committed to improving education and related activities by having in place:**

- Quality first-wave teaching led by skilled teams of teachers and teaching assistants some of which support the specific needs of particular children.
- Comprehensive tracking systems and data analysis (including data on future pupil population) to facilitate advanced planning.
- Differentiated curriculum to enable all children to feel included and secure so that they make good progress.
- Appropriate access arrangements for children taking part in statutory tests, in line with local authority and government guidance.
- Liaison with a wide range of professionals including external services and agencies and specialist support services.
- A Head Teacher who, supported by the Deputy and Assistant Head Teachers, leads on SEND across the whole school.
- Specialised SEN staff employed to work with particular children and groups e.g. Educational Psychologist, Speech Therapist, and Occupational Therapy experts.
- Specialist resources to meet specific needs, as and when appropriate.
- Regular progress reviews with Parents/Carers and other agencies.
- Contracted external professionals to support specific Speech and Language difficulties.

**At Moorside Primary School we are committed to improving the physical environment by having in place:**

- Wheelchair access via entrance.
- Designated disabled parking.
- Accessible toilets on the ground floor.
- Changing facilities including changing bench
- Carpeted offices and learning areas, improving acoustics.
- Soundboards in school hall and gym to reduce noise levels.
- Fire procedures that include arrangements for evacuating children with additional needs (PEEP – Pupil Emergency Evacuation Plan).
- An audible fire alarm.
- A visual and audible system in place to warn anyone in the “Meadow” or modules that the fire alarm has been activated.
- Regular fire drills and evacuation practices.
- CIC Plan in place (Critical Incident and Continuity Plan) in place.

**At Moorside Primary School we are committed to improving the dissemination of information through:**

- Providing written information in the form of letters and posters.
- Displaying school signage and displays that include some key words in other languages.
- Having a number of bilingual members of staff who can provide additional first-language support.
- Making key information and policies available on the website which has the option to translate information.
- Using Google translate to communicate with Parents/Carers.

<u>Short -Term Targets</u>	<b>Aim 1: To increase the extent to which disabled children can participate in the school curriculum</b>				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To comply with the Equality Act 2010.	Review all statutory policies to ensure that they reflect inclusive practice and procedures.	Ongoing	Head Teacher (HT) and Senior Leadership All subject leaders Governors.	All policies clearly reflect inclusive practice and procedures.
	To identify children who may need additional provision to ensure smooth transition.	Liaise with pre-school providers to review potential intake for September 2023-2024-2025. Liaise with SENCOs to ensure clear transfer of records/information. Arrange multi-agency meetings where necessary to ensure the provision is suitable. Observe the child/ren in their setting prior to attending our school. Any changes in children needs identified within SENCO progress meetings – termly and Individual Education Plans to reflect any needs identified. Meeting arranged with Parents/Carers – information sharing/needs of the child- at least termly.	Summer term for transition and where appropriate for in year transfers. Spring and summer term follow-ups.	Head Teacher (HT) and Senior Leadership SENCOs	Procedures, resources, equipment and strategies in place. Parents/Carers are kept informed of provision and consulted. IEPs and any risk assessment completed where appropriate.
To ensure all staff are fully aware of the needs of all children who have an Educational Health Care Plan, Special Educational Needs and Disabilities support targets and / or an Individual Education Plan.	Transition meetings when appropriate. Transfer of records / meetings with teachers and relevant staff. SEND Folders up-dated and to include all relevant documents and information shared. Create and update provision maps showing the overview for each year group and individual child's needs.	Transition meetings and ongoing meetings.	SENCOs All staff	All staff are clear about their responsibilities in meeting child's needs. Individual Education Plans and identified targets on provision maps and/or IEPs where needed.	

<p>To access outside agency support/advice and on-going support for children with health needs.</p> <p>To improve access to the curriculum through the use of specialised equipment and resources following advice and support from outside agencies.</p>	<p>Referral/consult to specialist support teachers, ASAP, Psychology Services, Health Team, SALT etc. for additional support and advice where needed.</p> <p>Consult regularly with Parents/Carers for information sharing and discussion on targets, needs.</p> <p>Autism Spectrum Disorder, Hearing Impairment and Visual Impairment needs met through access to specialised support and resources - regular support use of specialised equipment and resources following advice and support from outside agencies.</p>	<p>Ongoing updates and regular input throughout the year from outside agencies.</p> <p>Termly meetings SENCO and EP/SALT.</p>	<p>SENCOs</p> <p>All staff working with children with additional needs Specialist teachers and Psychology Services.</p>	<p>Advice, strategies and targets given by outside agency support taken on board and making a difference to children and school in ensuring needs are met.</p> <p>Staff feeling supported in meeting the needs of all children.</p> <p>Range of equipment integrated into practice.</p> <p>Parents/Carers feeling confident about the provision.</p>
<p>To review the attainment of children with SEND regularly through whole school tracking systems.</p>	<p>Discussion to take place at pupil progress meetings on the attainment of all children on SEND support and with an EHCP.</p> <p>Attainment of SEND children over the year to be analysed termly and through IEP meetings with SENCO/SLT and staff.</p> <p>Track small steps of progress using the descriptors of need.</p> <p>IEPs to reflect needs of children based on progress made.</p>	<p>Min. of three annual IEP meetings one annual EHCP review three termly SEND Progress Meetings – SENCOs and teacher Ongoing</p>	<p>Head Teacher (HT) and Senior Leadership SENCOs.</p>	<p>Analysis shows that expected progress has been made by all children.</p> <p>Progress towards the IEP targets has been achieved.</p> <p>Provision has been reviewed and amended based on needs of children.</p>

<p>To ensure Parents/Carers are fully involved in developing targets during the IEP process and understand how to support their child at home.</p> <p>To ensure that children are involved in their IEP targets and EHCP meetings (where appropriate).</p>	<p>Minimum of once termly meetings for IEP reviews/discussion on progress. Discussion on targets and Parent/Carer views considered. Targets to be clearly identified on IEPs for Parents/Carers to support with. Where appropriate, offer 'Parent/Carer Drop-in' sessions with staff and wider professionals.</p>	<p>Once termly minimum with staff</p>	<p>Class teacher Head Teacher (HT) and Senior Leadership SENCOs. Parents/Carers</p>	<p>IEPs reviewed with Parents/Carers and new targets shared. Parents/Carers understand targets and know how to support their child with at least one of the targets. All Parents/Carers aware of the SEN needs of their child. Evidence/tracking of meetings held with Parents/Carers completed by SLT/SENCOs and used to monitor Parent/Carers views and feedback.</p>
<p>To attend LA meetings to ensure up-to-date with current legislation and LA guidelines.</p>	<p>Attend training. Disseminate to staff/SLT where appropriate. Involve Parents/Carers where appropriate.</p>	<p>Ongoing</p>	<p>Head Teacher (HT) and Senior Leadership SENCOs. Governing body</p>	<p>Course/meetings attended and disseminated to SLT. Governing Body kept up to date with any changes.</p>



Medium -term targets	<p>To audit, and where necessary, improve/purchase quality resources and specialised equipment.</p> <p>To continue to train staff according to the needs within the school on the use of specialised equipment and understanding and meeting children's needs.</p>	<p>Audit of resources and training needs. Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school</p> <p>Staff training identified – internally and externally.</p>	<p>Autumn term review. Ongoing basis.</p>	<p>Head Teacher (HT) and Senior Leadership SENCOs</p> <p>All staff</p>	<p>Access to the curriculum improved through the use of good quality resources, interventions and adaptations.</p>
	<p>To develop attention autism intervention across school.</p>	<p>Provide training for those necessary staff. Ensure there are resources available for the intervention alongside the budget.</p>	<p>Ongoing key adults</p>	<p>Head Teacher (HT) and Senior Leadership SENCOs</p>	<p>Attention Autism adopted where appropriate.</p>
	<p>To review out of hours provision and develop to ensure accessibility for all children.</p>	<p>Monitor clubs and evaluate with staff and children. Ensure accessibility and improve where possible.</p>	<p>Ongoing</p>	<p>Head Teacher (HT) and Senior Leadership SENCOs</p> <p>Club Leaders</p> <p>Curriculum Leaders</p>	<p>All out of hours activities are organised to be accessible to all children in school.</p>

Long-term targets	To evaluate and review procedures in place in ensuring participation of disabled children.	Evaluate and review the short and medium term targets and set new targets. Produce new plan based on needs of the school and the children.	Annually	Head Teacher (HT) and Senior Leadership SENCOs Governing body Children Parents/Carers	Increased access for disabled children. Children feeling successful at school. Quality interventions and resources in place.
	Develop an understanding of the use of sensory circuits and implement them.	Allocate a proportion of the budget over the course of three years for sensory activities and equipment. Seek and attend training on sensory circuits at local schools. Seek advice and ongoing training from advisory services.	Annually	SENCOs	Sensory circuits being used by children identified as needing additional sensory support. Sensory circuits having a positive effect on children.
	To continue to audit, review and develop staff expertise based on the needs of the school.	Identify training needs. Seek out appropriate training internally and externally and prioritise who, what, when etc.	Annually	Head Teacher (HT) and Senior Leadership SENCOs	Long term training needs identified and prioritised.

<b>Aim 2: To improve the physical environment of the school</b>					
<b><u>TARGET</u></b>	<b><u>STRATEGIES</u></b>	<b><u>TIMESCALE</u></b>	<b><u>RESPONSIBILITIES</u></b>	<b><u>SUCCESS CRITERIA</u></b>	
Short -Term Targets	To continue to maintain the physical environment of the school in order to maintain accessibility for all children.	<p><b><u>Indoor</u></b>  Identify needs of new in-take and make reasonable adjustments to the physical environment.  Assess needs of children and plan for smooth transition.  Plan classrooms and learning areas accordingly.  Involve appropriate professionals to support with transition and any specialist equipment.  Maintain good working order of all disabled toilet and facilities.</p> <p><b><u>Outdoor</u></b>  Maintain good up-keep of all areas to allow easy access.  Fire Routes – continue to follow procedures to ensure all disabled children and staff are aware of safe routes.</p>	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs Caretaker Governors All staff	The environment is suitable for disabled children entering school. Classroom environment is accessible and meeting the needs of children wherever possible. DDA recommendations are actioned.
	To ensure risk assessments are in place for key children.	Up-date Risk Assessments for all children and share with staff. Monitor risk assessments and adapt if needed to meet children’s needs.	Annually and regularly	Head Teacher (HT) and Senior Leadership SENCOs All staff	All staff aware of risks and children safely accessing the curriculum and school grounds. Risk Assessments are understood and followed up.

Medium -term targets	To ensure classroom environments meet the needs of children.	Environment monitoring to take place on a regular basis. Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. Needs of the child to be carefully thought through and classrooms adapted accordingly. Seek views of children.	Ongoing basis	Head Teacher (HT) and Senior Leadership SENCOs All staff	Access to the curriculum improved through the use of good quality resources, interventions and adaptations.
	To ensure any play areas and equipment are safe and suitable for children.	To monitor, maintain and supervise purposeful play areas. Ensure the play spaces are kept safe for all children. Invest in new equipment for the children when and where appropriate.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs All staff	The children will stay safe during supervised unstructured times and play outside. Children are happy and enjoy supervised play times and during cube jar reward sessions.
Long -term targets	To continue to develop the playground facilities where appropriate for all children.  To ensure path ways are appropriate for wheelchair access.	Look for funding opportunities. Involve the School Council and Curriculum Monitors. Regular checks and maintenance. Caretaker to report any problems.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs All staff Governing body Children School Council Curriculum Monitors	Inclusive child-friendly play areas. Wheelchair access maintained around the school grounds.

<b>Aim 3: To improve the delivery of information to disabled children and Parents/Carers</b>					
<b>Short -Term Targets</b>	<b><u>TARGET</u></b>	<b><u>STRATEGIES</u></b>	<b><u>TIMESCALE</u></b>	<b><u>RESPONSIBILITIES</u></b>	<b><u>SUCCESS CRITERIA</u></b>
	To up-date records to ensure school is fully aware of any disabled children, staff and Parents/Carers and their needs.	All staff aware of Parent's/Carer's needs as notified and adapted material on request. The school will make itself aware of the services available for converting written information into alternative formats. Health Care Plans kept up-to-date – access to all and kept in the same place. Up-date Medical forms regularly – all classrooms to have medical records and profiles in their folders. Up-date SEND forms in line with guidance.	Annually	Head Teacher (HT) and Senior Leadership SENCOs Governors All staff	All staff aware of the needs of the school Records up-to-date The school will be able to provide written information in different formats.
	To ensure disabled parking is marked and available for disabled staff and disabled children only.	All staff to ensure correct use of the disabled parking space. Parents/Carers and visitors made aware of rules for using the parking space.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs Governors	Parking fully accessible to meet the needs of children and Parents/Carers.
	To ensure that the school environment offers further information to children and visitors.	Photographs of all staff on display board with names. Classrooms labelled. Environmental print. Displays offer visual and written support/adapted where needed. Photographs/images for visual support on display. Monitored through learning walks.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs	Visual and written environment offers support and is consistent around the school.

Medium -term targets	To continue to up-date and improve the school website to ensure information is fully accessible.	Website further developed and improved over time where appropriate. Checklist completed for all relevant information that needs to be on the website. Ensure Parents/Carers are fully aware of the information available on the website.	Ongoing	Head Teacher (HT) and Senior Leadership SENCOs All staff	Website up-dated and all relevant information available and up-dated regularly. Friendly and easy to access website. Website used by Parents/Carers.
Long -term targets	To continue to meet any specific future needs of children and families within school.	Assess needs and plan accordingly Identify any specialised support needed and seek advice. Staff awareness and training where needed.	Ongoing	Whole school	Needs of children met where ever possible.

### Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body with the Head Teacher.

### Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities Information Report
- Supporting Children with Medical Conditions Policy
- Safeguarding Policy
- Emergency Plan and Fire Procedures
- CIC (Critical Incident & continuity Plan)

<b>Date of implementation:</b>	<b>May 2023</b>
<b>Date of review:</b>	<b>May 2025</b>