



Amethyst Academies Trust  
Accessibility Plan  
Moreton School  
2017/2018



## **Introduction**

**The Equality Act 2010** states that, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation.” According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school Curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. We review our Accessibility Plan every year and obtain approval from our governing body.

## **The purpose and direction of the school’s plan: vision and values**

At Amethyst Academy Trust, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Amethyst Academy Trust promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts. We ask families about the nature of their children’s needs at induction and take all needs into account when planning all activities.

## **Physical Environment**

Disabled pupils participate in extra-curricular activities and have access to most parts of the school. There are four disabled toilets, one is located in the Design Technology department, one in the P.E. department, one in Science and one in the English/Maths department; all of which are fitted with a handrail and an emergency pull cord.

## **Curriculum**

Disabled pupils have access to all parts of the curriculum. Depending on the pupil's needs, reasonable adjustments can be made to the PE curriculum, where particular challenges are presented. These include additional one-to-one support from an additional adult, and an adaptation of sports played.

### **Access Audit**

The school is a two storey building with narrow corridors and several access points from outside.

The front entrance is ramped with a wide door fitted. The main entrance features a secure lobby, this being accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked. Disabled parking is also provided.

### **Information from pupil data and school audit**

- We currently have a whole range of children of all backgrounds, needs and abilities. July 2017:
- C & L - (Cognition and Learning difficulties) Including: MLD – (Moderate learning difficulties, usually affecting Literacy and Numeracy) and SpLD – (Specific learning difficulty, such as dyslexia and dyspraxia)
- C & I - (Communication and Interaction difficulties) Including: ASD (Autistic Spectrum Disorder) and SLCN (Speech, Language and Communication needs)
- P & S - (Physical and Sensory difficulties) Including: VI (Visually Impaired), HI (Hearing Impaired) and other medical conditions.
- SEMH - (Social, Emotional and Mental Health difficulties) Including anxiety disorders and ADHD (Attention Deficit and Hyperactivity Disorder)

We collect information from the Key Stage 2 settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.
- Business Director leads on health and safety in school and the medical needs of students and will review this policy and plan as necessary, with the Assistant Vice Principal (Inclusion).

Date of Plan: July 2017      To be annually reviewed: July 2018

**Accessibility Plan: July 2017**

The proposed actions below are in order of priority, though 1 – 5 are ongoing:

	Aim	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Increase access to the curriculum for pupils with a disability.	Personal Provision Plans (PPP's) and information on Health Care Plans used by classroom staff to differentiate needs and time requirements for individual students. Classrooms are organised for disabled students. Consider alternative communication systems. Consider the way in which information is presented to pupils.	SENCo All Staff. Subject leaders. Guidance from specialists. Advisors for sensory impairments. Subject advisors.	On-going	Curriculum is fully accessible for all pupils. Monitoring to indicate where differentiation through needs is necessary.	Executive Principal. SLT. SENCo.
2	Improve and maintain access to the physical environment.	Improve visibility of steps and potential trip hazards in school and external areas. Signs clear and understandable, taking in all types of disability. Disabled access for wheelchairs in all areas of school.	Advisory Teacher for Visual Impairment. Executive Principal. SENCo. Caretaker. Cost. Replacement of signs to take account of appropriate colour schemes/sizes. Improvement for disabled access points an integral part of improvement works.	On-going and as required	Physical accessibility of the school is increased. All new building will be fully DDA compatible.	Executive Principal. Feedback from pupils.
3	Improve the availability of written material in alternative formats	School makes itself aware of the services available through its Local Authority for converting written information into alternative formats.	Admin Staff. SENCo. Advisors for sensory impairments.	On-going	If needed the school can provide information in alternative formats.	Executive Principal. Feedback from parents and staff.
4	Raise staff awareness of disabilities issues and promote disability equality via CPD and assemblies.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Staff meetings. Teaching and learning briefings. Assemblies which celebrate difference.	LA. Health Authority. All school staff.	On-going	Teachers and support staff aware of issues. Detailed information and support available and passed on to staff. Increased whole school awareness of disability issues.	Executive Principal. SLT. SENCo. Business Manager (H&S). Class Teachers. Support staff.
5	Ensure school policies make reference to provision for pupils with difficulties & disabilities (particularly PE).	Policies to include: <ul style="list-style-type: none"> <li>• Content</li> <li>• Strategies</li> <li>• Resources</li> </ul> All that could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	On-going	Policies include provision for pupils with difficulties or disabilities.	Executive Principal. SLT.