# Accessibility Plan

# 2023 – 2026

| Governor Responsibility | Full Governing Body |
|---|---|
| Policy Owner | Senior Management Team |
| Review Cycle | Annually (as minimum) |
| Policy Date | September 2023 |
| Version No. | Version ii (04.12.2023) |
| Next Review Date | August 2024 |

# Accessibility Plan 2023 - 2026

**Ethos and aims**

Moon Hall School ('the school') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the school. We believe that pupils should feel happy, safe, and valued so they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The school is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

**Legislation and guidance**

The school is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the school's policy on reasonable adjustments.

The school will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

**Definition of disability and scope of the plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the school's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils, with a disability. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.

- improve the school's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. This includes improvements to the physical environment of the school and physical aids to access education, and

- improve the delivery to disabled pupils/parents of information which is readily accessible to pupils/parents who are not disabled. This will include planning approaches by which the school will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. [Please see our Safeguarding and Child Protection/Equal Opportunities Policy.]

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

**How the plan is constructed**

The School Senior Leadership Team will:

1.  review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.

2.  make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

3.  implement whole school training that will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

4.  prepare the School's SEND policy.

5.  prepare the school's accessibility plan.

6.  review such plans and policies as necessary and at least on an annual basis.

The School's Senior Leadership Team have been central to the drawing up the school's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The school has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The school regularly reviews the "Identifying Barriers to Access" Checklist, the results of which will inform our school accessibility plan for 2023-2026. The plan and targets have been widely circulated to all teaching and support staff, governors, pupils, and parents and is available upon request from the Bursar.

**How the plan is reviewed and monitored**

The School's Senior Leadership Team meets regularly to frame recommendations for inclusion in the plan.  These recommendations include input from staff and the document is then placed on the agenda for the meeting of the governing body at the November and June meetings.

There is a formal review of the implementation of the plan at the June meeting of the full governing board.  The Headteacher and Bursar provides a full report at this meeting and identify which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

**Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed to the Bursar via [bursar@moonhall.co.uk](mailto:bursar@moonhall.co.uk) .
The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

**Other relevant policies**

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Admissions Policy
- Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Equal Opportunities Policy (Pupils)
- Equality, Diversity and Inclusion Policy (Staff)
- School Development Plan

# Action Plan 2023 – 2026

## Access to the Curriculum

### Short Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To review all statutory policies to ensure they reflect inclusive practice and procedures. | • To comply with the Equality Act 2010 | Ongoing | Headteacher Governing Body | All policies clearly reflect inclusive practice and procedures. |
| To liaise with Local Authorities and Feeder Schools to review admission requirements. | • To identify pupils who may need additional or different provision on admission and beyond | Ongoing | Admissions Registrar Headteacher Lead SENCO Deputy Head – Curriculum Assistant Head - Pastoral | Procedures and equipment set in place by the time of admission. Staff aware of pupils needs |
| To establish close liaison with parents. | • To ensure collaboration between key personnel | Ongoing | Headteacher Lead SENCO All Staff | Clear collaborative working approach. |
| To ensure full access to the curriculum for all pupils. | • A differentiated curriculum with alternatives offered.<br>• Continuous professional development/training for staff<br>• Regular summative assessment and reporting to monitor progress<br>• Feedback provided to pupils in a manner which is sympathetic to their needs, including a feedback policy that emphasises continuous formative assessment. | Ongoing | Deputy Head – Curriculum Governors Academic Committee | |

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| | <ul><li>Access to, and regular communication with, the Learning Support Department, including through the sharing of detailed 'pupil passports' and contribution to annual reviews.</li><li>Multimedia activities to support some areas of the curriculum</li><li>Use of assistive technology, embedded into curriculum/exam access arrangements</li><li>Providing materials in different formats</li><li>Specific equipment sourced from Therapies Department and other agencies</li></ul> | | | |
| To ensure access to practical subjects/extra-curricular activities/clubs/ trips for all pupils. | <ul><li>Termly audit of all activities and trips</li><li>Awareness of individual needs to plan suitable, engaging activities/trips to allow participation</li><li>Training</li><li>Liaison with parents</li><li>Increased staff support for disabled pupils</li></ul> | Ongoing | EVC<br>SLT | |

## Medium Term to Long Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To review attainment of all pupils | <ul><li>Termly year group-specific analysis and intervention tracking</li><li>SEN/HODs meetings</li><li>Regular liaison with parents</li></ul> | Termly | Deputy Head – Academic Lead SENCO Head of Therapies | Planning and assessment to establish progress made. |
| To promote the involvement of disabled pupils in classroom discussions/activities. | Within the curriculum, MHR aims to provide full access to all aspects of the curriculum by providing (where appropriate)<ul><li>Alternatives to enable disabled pupils to participate successfully in lessons.</li><li>Creating positive images of disability within the school so that pupils develop into adults with some understanding of the needs of disabled.</li></ul> | Ongoing | Whole School | Variety of learning styles and multi-sensory activities evident in planning and in the classroom.<br><br>Ensuring the needs of disabled pupils, parents and staff are represented within the school.<br><br>PSHE curriculum in place. |

## Access to the Physical Environment

**Short Term**

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| Improve the physical environment of the school. | • Access Audit to be undertaken by competent professional. (To include access, lighting, colour schemes and accessible facilities and fittings.)<br><br>• The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments. | Spring 2024<br><br><br><br><br><br>Ongoing | Bursar<br><br><br><br><br><br>Bursar<br>Operations & Estates Manager<br>Governors Premises Cttee | Audit completed and resulting recommendations included in AP.<br><br><br>Improvements to the physical environment.<br><br><br>Master Plan 2023<br><br><br>Incorporated into events planning processes. |
| Ensure a suitable "dyslexia friendly" teaching environment for all pupils. | • The teaching environment is quiet, calm, structured and orderly.<br><br>• Displays are on coloured background, using pictures and dyslexia friendly fonts | Ongoing | All Teaching Staff and Teaching Assistants | |
| Ensuring all with a disability are able to be involved.<br>(Including those with short term mobility issues). | • Create access plans/PEEP's for individual disabled children as part of EHC and admissions process. | Ongoing and constantly reviewed | All staff | |

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| | • Include questions in the confidential admissions enquiry forms to establish parents/carers access needs and ensure they are met in all events.<br>• Include questions in the staff recruitment application form to establish access needs and ensure they are met in all events. | | Admissions Registrar<br><br><br><br>Bursar<br>HR Administrator | |
| To ensure that the medical, emotional and wellbeing needs of all pupils are met fully met within the capabilities of the school. | • To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | Ongoing | Bursar<br><br>Lead First Aider | Disabled pupils are not discriminated against. |
| Parents with any form of disability (including those with short term mobility issues) | • Proactive approach to identify access requirements of disabled parents. | Ongoing | Admissions Registrar<br>Senior Leadership Team | |
| To improve infrastructure for pupils/parents/staff with physical/mobility disabilities | • Lessons/meetings on ground floor<br>• Portable ramps for wheelchair accessibility<br>• Disabled toilet facilities<br>• Review of pathways/communal areas to ensure no uneven surfaces. | Ongoing | Deputy Head – Curriculum<br>Bursar<br>Operations Manager | |

## Medium Term/Long Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To improve the environment for pupils with visual and aural impairment. | Review findings of the planned Access Audit for<br>• Colour schemes<br>• Handrails<br>• Steps and signs<br>• Access to braille machines<br>• Using assistive technologies eg hearing loops<br>• Preferential seating<br>• Live speakers<br>• Sub titles. | Spring/Summer 2024 | Bursar<br>Operations Manager | Audit Actions and recommendations completed or scheduled. |

## Long Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| Improve community links and access | • Develop links with other schools and community groups | Summer 2025 | Headteacher<br>SLT<br>Governing Body | Wider community access. |
| To review transport access for wheelchair bound pupils | • Consider as and when vehicles are replaced and upgraded | | Bursar<br>Governors Premises Cttee | |

## Access to Information

### Short Term

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To enable improved access to written information for pupils, parents, staff and visitors. | Review of all current information available to both parents and pupils:<br>• Investigate symbol software.<br>• Raise awareness of font size and page layouts to support pupils and parents with visual impairments.<br>• Audit signage to ensure that it is accessible to all (Access Audit Sprong 2024)<br>• Provision of written materials in alternative format e.g., braille. | Ongoing | Bursar<br>Operations Manager | |
| To review pupil records ensuring awareness of any disabilities | • Information collected about new pupils to include medical forms/HCP/annual reviews. | Ongoing | Admissions Registrar<br>SENCO | |
| To review the website to ensure accessibility to all | Website should provide:<br>• Alternative text<br>• Sitemap<br>• Text resizing<br>• Accessibility without a mouse<br>• Colour contrasting<br>• Mobile responsive | Ongoing | Bursar<br>IT Network Manager<br>Communications Lead | New website scheduled for September 2024 should provide all required |

# ACCESSIBILITY PLAN – CHECKLIST (completed September 2023)

**Identifying Barriers to Access: A Checklist**

This list is used to help us to identify barriers to access that may exist within our school.

For the purpose of the plan, the definition of disability is as follows:

*"A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."*

**Section 1: How does the school deliver the curriculum?**

| Question | Yes | No | Comments |
|---|---|---|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | x | | |
| Are the classrooms optimally organised for disabled pupils? | | x | Where required, yes. Pupils are assessed on an individual basis and classrooms reorganised if required. |
| Do lessons provide opportunities for all pupils to achieve? | x | | |
| Are lessons responsive to pupil diversity? | x | | |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | x | | |
| Are all pupils encouraged to take part in music, drama and physical activities? | x | | |

| Question | Yes | No | Comments |
|---|---|---|---|
| Do staff recognise and allow for additional time required for some disabled pupils to use equipment in practical work? | x | | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in PE? | x | | |
| Do you provide access to computer technology appropriate for students with disabilities? | x | | All pupils have access. Rollout of personal devices is in final stages. |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | x | | |
| Are there high expectations of all pupils? | x | | |
| Do staff seek to remove all barriers to learning and participation? | x | | |

## Section 2: Is your school designed to meet the needs of all pupils?

| Question | Yes | No | Comments |
|---|---|---|---|
| Does the size and layout of areas – inc all academic, sports, play, social facilities, classrooms, gym hall, canteen, library and outdoor sports facilities and playgrounds – allow access for all pupils? | | x | Only the junior school building and gym hall |
| Can pupils with wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | | x | The junior school has access for wheelchairs and toilet facilities, but the building doesn't not have shower facilities |

| Question | Yes | No | Comments |
|---|---|---|---|
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | x | | Routes and parking are safe but not all are signed |
| Are non-visible guides used, to assist people to use buildings including lifts with tactile buttons? | | x | |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | | x | |
| Are areas to which pupils have access, well lit? | x | | New DT area will need additional lighting |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a rooms acoustics, noisy equipment? | | x | We have had a survey but with room changes this up dating and reassessed |
| Is furniture and equipment selected and adjusted properly? | x | | |

## Section 3: How does your school deliver materials in other forms?

| Question | Yes | No | Comments |
|---|---|---|---|
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective parents who may have difficulty with standard forms of printed information? | x | | As a specialist school we ensure all signage and literature is dyslexia friendly. We also add most resources to our website in order for AT to be used. If other reasonable adjustments are needed, we will happily consider this. |
| Do you ensure that information is presented to groups in a way which is user friendly for people | x | | |

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| with disabilities e.g. by reading aloud overhead projections and describing diagrams? | | | |
| Do you have facilities such as ICT to produce written information in different formats? | x | | |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | x | | |