# Introduction

## Moor Park Primary School Accessibility Plan (reviewed Sept 2016)

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Moor Park Primary School recognises the following duties that this places upon them:

* Not to treat disabled pupils less favourably for a reason related to their disability;
* To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
* To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of this policy ask three requirements of the Governing body:

* To increase the extent to which disabled pupils can participate in the school curriculum
* To improve 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.

Schools are required to resource, implement and review their accessibility plan as necessary. As part of the review process, a self- audit should be completed. This plan will be monitored and evaluated by the board of governors at least every three years. The plan attached sets out the Governors’ proposals for increasing access to education for disabled pupils.

## Disability and Moor Park Primary School

‘ A person has a disability if he or she has a physical or mental impairment that has a substantial long -term adverse effect on his or her ability to carry out day to day activities’ – the DDA definition of disability

Moor Park’s view on equal opportunities and disability is to ensure that there is no discrimination against any sub -group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school’s SEND Policy as well as Equal Opportunities Policy.

## Access to this plan

This plan will be made available upon our school website and to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school’s development plan. This plan will be made available to Ofsted and ISI inspectors upon request.

## Supporting Policies:

* Equal Opportunities Anti-Bullying  
  Medical and First Aid
* SEN Information Report
* Educational Visits Curriculum Policies
* Health and Safety

## Previous Adaptations made to the school:

* Provision of a disabled parking bay at the front of school
* Included a cloakroom / toilet for the disabled
* School site now sign-posted on main road
* Car parking spaces clearly marked
* Staff within school trained to deal with specific medical needs e.g diabetes, celiac disease, allergies to enable all children to access to curriculum from qualified instructors when required.
* Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language;   
  questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory   
  / kinaesthetic, etc
* Installing electronic white boards in teaching rooms – it is recognised that children with Learning
* Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
* To encourage pupils to use an alternative means of recording by using laptops with specific software that supports a student’s disability, voice recorders and other forms of technology.
* All classrooms have ‘flat access’ with no steps required to be negotiated from playground / main access doors.
* First Aid cupboard installed in key areas in school
* Learning Mentor working with our most vulnerable pupils and families.
* Website made more accessible for those with visual impairments/dyslexia.