

TMPF
Accessibility Plan
2018-2021

Reviewed: Feb 2020

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The Moorlands Primary Federation (TMPF) want all of our children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their very own 'learning adventure'. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all of our pupils.

TMPF Values: Trust; Mindful; Peace; Friendship.
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Purpose of Plan

This plan shows how we intend, over time, to increase the accessibility of our schools for pupils, staff, parents/carers, Trustees and visitors who may have a disability.

Definition of disability (Equality Act 2010)

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. (see TMPF SENDs Policy 2018 and 2015 SEN Code of Practice: 0 to 25 Years)

Aims:

- We aim to increase the extent to which pupils with a disability can participate in the curriculum (to the best of the Trust/School's ability).
- Improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the Trust/School's ability).
- To improve the availability of accessible information to pupils with a disability (to the best of the Trust/School's ability, within a reasonable timeframe, and will take into account pupil's and parent's thoughts).

Legislation and Guidance

This document is designed to comply with the requirements of s10 of the Equality Act 2010 and relevant DfE guidance.

Contextual Information

The Moorlands Primary Federation (TMPF) comprises five schools. Each school offers its own documentation towards the Accessibility Plan due to the specific needs of each location.

Equality Objectives (published on the school website)

At The Moorlands Primary Federation (TMPF), we are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and Trustees irrespective of race, gender, disability, belief, religion, sexual orientation, gender identity, age, mental health or socio-economic background. We aim to continually develop our lovely and warm culture of inclusion and diversity, as we believe, as a family of five schools full of wonderful children, that this can enable those connected to the schools to feel proud of their identity and have the ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying, challenging misconceptions and challenging stereotypes. We believe that this will enable us to create and nurture an environment which promotes love for one another. At TMPF, we believe that diversity is a strength. If we were all the same, our lives would not be as rich. The differences in British society and our community should be respected and celebrated by all those who learn with us, teach with us, support us and visit us.

Within our three Church Schools, we follow the example set by Jesus to welcome all and love all equally as children of God.

St. Werburgh's C.E. (A) Primary School

St. Werburgh's C. E. (A) Primary School has been in its current location since the 1800's. We have seven classrooms, two of which can be combined and used as a larger classroom space. We also offer a library, a dining room, a school hall, three shared working spaces, a study, two offices, a staffroom, resources room and toilets for children and staff which includes one designed for members of the school with a disability. Children enter and leave the building from various points depending on age/class. The classrooms, offices, children's toilets and disabled toilet are all on the same level. The dining room is on a separate level (accessible via four steps, or externally via the playground) and the hall is on another level again (accessible via four steps from the dining room, or externally via the playground/ car park). The hall can be accessed via a ramp from the school car park. Due to the age of the building, the staff room, study, resources room and adult toilets are accessed via a flight of stairs (although adults can also use the disabled toilet on the ground floor). Corridors in the areas accessed by children are spacious. The school field and playgrounds are accessible. The disabled toilet also houses a small shower cubicle. The school office can be accessed via a ramp on the front playground.

On the school site, there is a before- and after-school club operated by external private providers, housed in a school-owned building directly attached to the school. This is accessed through an external door, or via an internal door situated in a classroom. This building and associated access is all on one level. All classrooms boast large touchscreens and IT equipment is good.

As of January 2020, there are no wheelchair-dependent pupils, or members of the staff/ trust board team.

Bishop Rawle C.E. (A) Primary School

Bishop Rawle C. E. (A) Primary School has been in its current location since the late 1800's. There are eight classrooms in the main building and two large classrooms as fixed 'mobile' rooms located on the rear playground (we also have a front playground). The school boasts a library, large school hall, two meeting rooms offices and toilets for boys and girls, men and women plus for those with a physical disability. Children enter and leave the building from various points depending on age/class. The site is on one level making wheelchair access good. Corridors are spacious.

The School House has three floors. The second floor is used by our private nursery providers. Floors one and three are used for administration purposes. Due to the age of the building, access is limited for people with disabilities. Our 'annex building' is sited on one floor with good access for users. All classrooms boast large touchscreens and IT equipment is good.

As of January 2020, there are no wheelchair-dependent pupils, parents or members of the staff/ trust board team.

Dilhorne Endowed C.E. (A) Primary School

Dilhorne Endowed C. E. (A) Primary School has been in its current location since the late 1800's. We have two classrooms, and a temporary class room located outside on the school field. The two classrooms inside the school are located on a lower level (three steps) from the other rooms in the main building. Our corridors are spacious and the building is well illuminated. Entrance to the school is good for all users. We have a disabled toilet for children and/or staff. All classrooms boast large touchscreens and IT equipment is good.

As of January 2020, there are no wheelchair-dependent pupils, parents or members of the staff/ trust board team.

Great Wood Primary School

Great Wood Primary School has been in its current location as a 4-11 age range from 2011. We have five class rooms, all accessible from the central school hall. The school is sited on one level and has multiple entrance doors. All classrooms boast large touchscreens and IT equipment is good. The school has a playground and playing field, all accessible.

As of January 2020, there are no wheelchair-dependent pupils, parents or members of the staff/ trust board team.

The Valley Primary School

The Valley Primary School was built in the late 1800's. We have two offices, staff room and a large hall. Our three classrooms are situated off the hall all but one on the same level. One classroom is accessible via four steps. The main school is accessible via three doors, two of which are either single leveled or ramped. The school field and Forest School have 'reasonable' access. All classrooms boast large touchscreens and IT equipment is good.

As of January 2020, there are no wheelchair-dependent pupils, parents or members of the staff/ trust board team.

Current Range of known disabilities

All our schools have children with a range of disabilities to include moderate and specific learning disabilities/ difficulties.

Increasing access for pupils with a disability to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability classes, which are either single, or mixed-age year groups.

Inclusive classes

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits. Numbers attending sessions may be limited for a variety of reasons. These could include (but are not limited to) the event that after-school clubs/ classes are over-subscribed; or in the event that numbers for participation in team/ group events are limited and are lower than the number of children wishing to participate, or if child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Information about TMPF and each school is published on the website. The website carries a notice that any information published thereon is also available from the relevant school in a printed format.

Aim: Improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the Trust/School's ability).

Location	Target	Strategies	Time-scale	Responsibility	Success criteria
All schools	The school is aware of the access needs of disabled pupils, staff, Trustees, parent/carers and visitors.	<p>To create access plans for individual disabled pupils as part of the IP process when required.</p> <p>Be mindful of staff, Trustees, parents' and wider family members' access needs.</p> <p>Through dialogue and questionnaires find out the access needs of parents/carers and wider family members.</p> <p>Consider access needs for candidates during recruitment process.</p>	<p>Asrequired</p> <p>Induction and on-going if required</p> <p>On-going</p> <p>Recruitment process</p>	<p>Class teachers/ School Welfare Coordinators</p> <p>School Leaders/ Principal/ Executive Principal</p>	<p>IPsinplace for disabled pupils and all staff aware ofpupils needs.</p> <p>All staff and Trustees feel confident their needs are met.</p> <p>Parents have access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues.</p>
All schools	Any changes to layout of school to be mindful of access to pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when any redesign planned.	Asrequired	Trustees/ School Leaders/ Principals/ Executive Principal	Re-designed areas of buildings are usable by all.
All schools	Ensure access to reception area to all.	<p>Improve access to reception area during any re-design.</p> <p>Develop system to allow entry for wheel chair users.</p>	Consider in any new development	School Leaders/ Principals/ Executive Principal	Disabled parents/carers/ visitors feel welcome.

Aim: To improve the availability of accessible information to pupils with a disability (to the best of the Trust/School's ability, within a reasonable timeframe).

Location	Target	Strategies	Time-scale	Responsibility	Success criteria
All schools.	Improve and external access for visually impaired people.	Yellow strip mark step edges. Any new signage to offer improved access.	On going	Site Technician/ Janitor/ external companies.	Visually impaired people feel safe in school grounds. New signage improved access.
All schools	Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Asrequired Each Sept	School Welfare Coordinators. School Welfare Coordinators.	All disabled pupils and staff working alongside are safe in the event of a fire.
All schools.	Ensure accessibility to IT equipment.	Alternative equipment in place to ensure access to all hardware including hall.	On-going and as required	Class teachers and Systems Officer.	Hardware and software available to meet the needs of children as appropriate
All schools	Ensure hearing equipment in classrooms to support any children with hearing impairment.	Seek support from LA hearing-impaired unit on the appropriate equipment should this be necessary.	Ongoing	Class teachers and School Welfare Coordinators.	All children have access to the equipment.

	<p>All fire escape routes are suitable for all in any redesign.</p>	<p>Make sure all areas of school can have wheelchair access (School Houses excepted).</p> <p>Doors routes visual check.</p> <p>School to have identified fire exit routes which are appropriate to the needs of the children's ability.</p>	<p>On-going and as required and as appropriate</p> <p>Weekly</p>	<p>All</p>	<p>All disabled staff, pupils and visitors able to have safe independent access routes</p>
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Improving communication

This will include written information that is normally provided by the school to its pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Location	Targets	Strategies	Time- scale	Responsibility	Success Criteria
All.	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website.	On-going On-going Current	School Leaders/ Office School Leader/ Office/ Trust Leadership Team/	All parents receive information in a form that they can access.
All	Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	Office	Children with visual impairment can access appropriate documentation.
	Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	Trust SENDs Leader/ Welfare Coordinators/ class teacher.	Staff produce information to meet the needs of children with additional need.

Communication for those with English as an Additional Language (EAL)

Location	Targets	Strategies	Time- scale	Responsibility	Success Criteria
All schools	Languages other than English to be visible in school.	Some welcome signs to be multi-lingual as appropriate for the children and parents.	Academic year 2019/20	All	Improved confidence of parents to access information on their child's education.
All	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent (BR).	School Welfare Coordinators.	Pupils and/or parents feel supported and included
All	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Offer large print copies (on alternative colour – if necessary) for parents who require this.	As required	School Welfare Coordinators/ School Leader	All can access information about each school. School need to be made aware of additional need.