

Moat Farm Infant School Accessibility plan



Last reviewed on: June 2025

Next review due by: June 2028

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

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

At Moat Farm Infant School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Definition of Disability

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act. Progressive conditions considered to be a disability.

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances. It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

4. Aims of the Accessibility Plan

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Moat Farm Infant School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

The action plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Moat Farm Infant School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE (Include established practice, and practice under development)	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability/SEN need</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • There is a range of curriculum resources including examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • The Makaton lead reviews how we are using Makaton throughout school regularly and offers training when necessary. • Specific staff who have been allocated to the medical needs of children throughout school receive relevant training. • All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. 	<ul style="list-style-type: none"> • Volunteers and Students have induction to raise awareness and understanding of how we increase access to the curriculum for pupils with a disability 	<p>Autumn 2025</p>	<p>All staff have clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them</p>
	<ul style="list-style-type: none"> • All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils. • Appropriate recipes are chosen to ensure all children enjoy cooking safely. Adaptations are made to school lunches for individuals involved. Class staff and Dinner Ladies are aware and ensure children have safe food and experiences. • The curriculum is designed to meet the needs of boys 	<ul style="list-style-type: none"> • To review all statutory policies to ensure that they reflect inclusive practice and procedure 	<p>ongoing</p>	<p>All policies clearly reflect inclusive practice and procedure</p>

AIM	CURRENT GOOD PRACTICE (Include established practice, and practice under development)	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
	<p>and girls in order to maximise wellbeing and progress.</p> <ul style="list-style-type: none"> • The medical lead holds a medical needs meeting with teachers at the start of the academic year. • SLT Monitor and review how effectively children who need individual adult support to participate in some activities have access to this support. • We have an enhanced Speech and Language therapist who supports the development of a total communication environment and communication friendly curriculum delivery. 	<ul style="list-style-type: none"> • Ensure full access to the curriculum for all children ensuring any reasonable adjustments are made. 	Ongoing	Advice taken and strategies evident in classroom practice.
Improve and maintain access to the physical environment	<p>* The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> - Ramps - Corridor width - Disabled parking bays - Disabled toilets and changing facilities <ul style="list-style-type: none"> • There are dedicated changing areas in EYFS and KS1 with a changing bed that moves up and down to enable wheelchair transfers, appropriate cleaning toiletries, comfort, privacy and the opportunity to foster independence. • Fire and emergency evacuation procedures are in place for those with additional needs. • A sensory room has been created for children who become overwhelmed by too much sensory stimulation. This is a calming area which children can request or be guided to. • Letters inviting parents to school events include a statement regarding who to contact should they have any special requirements. • When people sign in with the sign in system Inventory, there is a message informing visitors that a scheme of 	<ul style="list-style-type: none"> • Every member of staff arranging an appointment for people to visit the school to ascertain any special requirements so that ramps etc are organised in advance to facilitate access to all areas. • Continue to develop playground following the new OPAL approach to playtimes/lunchtimes • Ensure that all staff received moving and handling training regularly. • Replacement blinds will to be purchased where needed in school to ensure that the light and heat do not impact on children wellbeing. 	<p>Autumn 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2026</p>	<ul style="list-style-type: none"> • Portable ramps are in place in advance of the visit to exclude delay or embarrassment for the visitor. • The school is accessible to all and everyone is warmly welcomed • Inclusive child-friendly play areas • All staff are trained in moving and handling. • Blinds throughout school are in good working order

AIM	CURRENT GOOD PRACTICE (Include established practice, and practice under development)	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
	<p>assisted evacuation can be offered.</p> <ul style="list-style-type: none"> • General Emergency Evacuation Plans (GEEPs) include any visitors with additional needs. • Our sensory room is successful in calming and restoring wellbeing. 	<ul style="list-style-type: none"> • Set the conservatory up as a sensory circuit room, so that children have access to this when they need it to support regulation. 	Autumn 2025	<ul style="list-style-type: none"> • A permanent room for Sensory circuits that children can use whenever is needed to regulate them.
		<ul style="list-style-type: none"> • Ensure that the Reception area is easy to access, welcoming and well signposted. 	Ongoing	<ul style="list-style-type: none"> • The Reception is easy to access, welcoming and well signposted.
		<ul style="list-style-type: none"> • Ensure that emergency escape routes to be kept clear and are easy to access at all times. 	Ongoing	<ul style="list-style-type: none"> • Emergency escape routes to be kept clear and are easy to access at all times.

AIM	CURRENT GOOD PRACTICE (Include established practice, and practice under development)	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>* Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> - Internal signage - Large print resources - Pictorial or symbolic representations <p>* The school continues to develop an electronic method of reporting to parents via Marvellous Me App.</p> <p>* The school is aware of the services available through the LA for converting written information into alternative formats.</p>			

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board. It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy