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**Moat Hall Primary Academy**

**Accessibility Plan**

**2023-2026**

This plan should be read in conjunction with the **Whole School Development Plan** and outlines the proposals of the **Local Governing Body** of Moat Hall Primary Academyto increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; Curriculum, Physical Environment & Information.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the school curriculum.
* Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
* Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil’s disabilities and the views of the parents/carers and pupil.

The Action Plan will be resourced, implemented, reviewed and revised regularly in consultation with:

* The parents/carers of pupils
* The Headteacher and other relevant members of staff
* Governors
* External partners

This plan will be reviewed at least every three years but may be updated more regularly to consider the changing needs of the academy and its pupils.

**Moat Hall Primary Academy**

**Accessibility Plan – Action Plan**

**2023-2026**

The Local Governing Body has completed an audit of the extent to which pupils with disabilities can access the **Curriculum**, **Physical Environment** and **Information** on an equal basis with their peers. This Action Plan has been developed to address specific gaps and improve access, after considering pupils’ disabilities and the preferences of the pupils themselves or their parents/carers.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term****(Year 1)** | Improving Curriculum AccessContinue with cycle of training for all staff in regard to individual SEND needs – e.g. ASC, Dyslexia, Motor Skills, Speech and Language | Continual review of pupils needs with appropriate staff training undertaken in direct correlation to pupil needs (both individual and groups of pupils). | EBAll staff  | Sept 2023 onwards  | . |  |
| Improving the Physical Environment1. Annual review of the classroom environment – ensure classrooms continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individual pupils (iPads, writing slopes, quiet areas etc). | 1.1 Learning Walks to review classrooms – organisation and availability of resources/ health and safety walks  | All staff/ EB/ SEND/ H&S Governor. | Academic year 2023-2024 and annually.  |  |  |
| 2. Ensure clear visibility in outside areas with identified risk – e.g. steps | 2.1 IJ/EB to identify specific locations to improve following site survey  | IJ/EB  | Ongoing  |
| Supporting Well-being Address pupil’s well-being through introduction of ELSA (groups/ individuals)  | EB to deliver staff training- Supporting children with mental Health and SEMHKA to begin ELSA training  | EB/KA | Sept 2023- ongoing  |  |  |
| Effective transition To liaise with educational establishments to prepare for the intake of new children who transfer within year | To identify pupils who may need adapted or additional provision | JK/EB | As requir ed |  |  |
| **Medium term****(Year 2)** | Improving Curriculum Access1.Continue with cycle of training based on SEN improvement plan.  | 1.Staff training to implement strategies/ action plan and materials from STIAA accreditation.  | EB | September 2023-  |  |  |
| 2. Continue to monitor resources to facilitate inclusion. Improving the Physical Environment/ Supporting Well-being1.Support the development of mental well-being through creating additional spaces for pupils to access for relaxation. | 2. SEN learning walks to monitor effective use of additional provision/ resources 1.1 Forest school area developed to be used for wellbeing lessons.1.2 Timetable/ staff use of forest school to allow for further groups of pupils to access. 1.3 Development of a relaxation/calm space in KS2 area to ensure this facility can be consistently accessed by groups as part of sensory diet.  | EBEB/HRJ  | Ongoing Spring 2023 |  |  |
| **Long term****(Year 3)** | Improving Curriculum Access 1. Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided as required. | 1.1 Ensure appropriate testing and reports are provided in order to apply for access arrangements  | SLT/Y6 staff   | Annually  | . |  |
| 2. Continue to monitor resources to facilitate inclusion. Continue staff training for inclusion in line with SEND action planImproving the Physical Environment To ensure all legal requirements are met. Building plans/ documentation. Any new building additions or alterations are organised to allow optimum access for pupils with disabilities.  | 2.staff training updated/ hearing impairment, asthma, dyslexia.1.1 Consult with builders, FGT and LA officers to ensure that all legal requirements are met in terms of disability access. Organise any new projects to achieve optimum accessibility for pupils with disabilities  | EBJK/IJ | On goingOngoing Annually |  |  |
| **Parent Support**  | Improving Access to Information1. School literature and information to be made available in alternative formats, as required by parents and other stakeholders.2. SEND information on the website to support parental involvement and offer additional support through outside agencies   | 1. Continue to provide electronic copies of key written material on the website. Providing copies on information in alternative formats, e.g. larger font etc to meet individual needs.2. Website to be kept updated with relevant support/ contact details. External information from agencies disseminated to relevant families.   | ZHB/Office staffAM/ ZHB  | By Academic Year 2023On goingOngoing  |  |   |