



Accessibility Plan

Moor Nook Primary School

Approved by:	Suzanne Clough	Date: 10-02-2020
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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.

We aim to create a happy, secure and stimulating learning environment, in which all members of our school community grow in confidence and achieve highly.

Our school is a place where we:

- recognise and value the individuality of every child, supporting and nurturing all abilities whilst setting high expectations by providing quality teaching and learning for all
- promote British values of care, tolerance, trust and respect through a values based education both within the school and the wider community
- equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life in an ever-changing world

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing committee Brian Rollo and the headteacher Suzanne Clough.

4. 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Lift in place to access first floor		NA
Corridor access	The school is a double storey building. There are wide corridors and 6 access points from outside. The two main entrances and the Reception/Nursery entrance are accessible to wheelchair users.	There are 2 classrooms located up the first flight of stairs at both ends of the corridor between the ground floor and the first floor. It would not be practical to provide lifts to these classrooms. Resources are made available in accessible areas.		NA

	<p>There are 5 classrooms. 3 smaller mentoring rooms and a sensory room on the ground floor. There is a lift to the first floor with a corridor allowing access to 4 classrooms. The computing room and a support room are down some stairs not accessible by the lift.</p>			
Lifts	<p>There is 1 lift in place providing access to the first floor.</p>	<p>Already in place</p>		
Parking bays	<p>Main parking for parents is on the road. Access to the visitor car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders.</p>	<p>No action required.</p>		
Entrances	<p>There are 6 entrances to the school. The main reception is accessible from outside but an internal door prevents access into school. All of the other doors either have a keypad or are not accessible from the outside for safeguarding.</p>	<p>No action required.</p>		
Ramps	<p>There is a ramp to entrance from the playground.</p>	<p>No action required.</p>		

Toilets	There is a disabled toilet on the ground floor and the first floor, both accessible for wheel chair users.	No action required.		
Reception area	The main entrance leads into the reception area via a flat outside area, the doors are automatic and the reception has a low opening at wheel chair height.	No action required.		
Internal signage	There is internal signage for emergency action and first aid contact information.	No action required.		
Emergency escape routes	The school has internal emergency signage and escape routes clearly marked.	No action required.		