

# Accessibility plan

Landau Forte Academy Moorhead



**Approved by:**

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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. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Landau Forte Academy Moorhead, pupil achievement is celebrated in a pupil-centered teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

Landau Forte Academy Moorhead is committed to providing every child with the best possible educational experiences so that they become successful lifelong learners. We aim to meet the needs of each individual child and ensure that they reach their full potential.

The following is the Local Offer that we, as a mainstream primary school, can offer to children in our setting. If you have any queries, please contact the Inclusion Manager (SENDCo), Mrs E Parker via the school office. 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. For further information on any of the above, or if you have concerns about any area of your child's education, please contact your child's class teacher. Alternatively, please contact Mrs R McNeil (Headteacher) or Mrs E Parker (Special Educational Needs Co-ordinator) via the school office.

Derby City Council have published their local offer, and this can be found on the Derby City Council website. For further information, please visit <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

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.

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

## 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. This policy complies with our funding agreement and articles of association.

### 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	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> <li>• Our school offers a fully accessible, differentiated curriculum for all pupils.</li> <li>• Our curriculum is subject to ongoing review to ensure it meets the needs of all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> </ul>	<p>Set targets effectively and are appropriate for pupils with additional needs.</p> <p>Review the curriculum and ensure it is accessible for all.</p>	Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners.	<p>Curriculum leads – TCA and MWA</p> <p>Subject leads</p> <p>Inclusion manager</p>	Ongoing	<p>All children will have work in books which shows a broad and balanced curriculum.</p> <p>Children will achieve their targets which have been set by class teachers.</p>

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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"> <li>• Ramps into school and accessible to the playground.</li> <li>• Corridor width is accessible for all children.</li> <li>• Disabled toilets and changing facilities.</li> <li>• Library shelves at wheelchair-accessible height.</li> <li>• Light and dark sensory rooms.</li> </ul>	There are currently no access issues although there are plans to look at our outdoor forest schools area to ensure it will not be used at break and lunchtimes.	Fence off the forest schools area to ensure it will not be used at break and lunchtimes.	Site team – DWA JSA	November 2021	Forest schools area will be fenced off and secured so that children will not be using it at unsupervised times.
Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Information printed on coloured paper for children who need it to be clearer.</li> <li>• Rogers used for children with hearing difficulties.</li> <li>• A small number of children use PECS to support them.</li> <li>• Makaton</li> </ul>	There are currently no issues with the delivery of information to pupils with a disability, however it will be constantly reviewed.	Begin to use a range of Makaton signs across the school and teach a small amount of signs to all children.	Inclusion manager  Headteacher	Ongoing	All children have accessibility to information.

## **4. 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 Mrs McNeil and 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