

Moor Hey School

Accessibility Plan



School Mission Statement

Moor Hey School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

The mission statement of our school affirms our commitment to valuing the individuality of all of our pupils. We give all young people every opportunity to achieve the highest of standards. We do this by respecting them and taking account of their varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all pupils. The achievements, attitudes and well-being of all pupils matter. This policy helps to ensure that Moor Hey School promotes the individuality of all young people, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

Our school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a young person's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Introduction

This Plan is written in response to requirements under the 2010 Equality Act.

It is designed to meet the needs of students with a disability as defined in the act:

'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'.

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation".

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the Equality Act (paragraph 4.29):

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

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.

We aim to ensure that we maintain regular monitoring of provision as it develops and expands to meet the changing needs of our learners. It is also intended to ensure we keep up to date with any building or maintenance plans enabling the physical environment to enhance access to quality learning.

The plan will be agreed and monitored by the Premises, Health & Safety Committee and overseen on an operational level by the Site Manager, Mr. Ross in liaison with the Senior Leadership Team (SLT). It will also be linked to the relevant aspects of the School Improvement Plan and aligned with the annual budget.

School Context

Moor Hey School serves the pupils from families in the local communities of Chorley & South Ribble and Preston district, as well as pupils from more distant areas within and outside of Lancashire. We cater for Primary & Secondary age pupils and was previously awarded a Secondary specialism as a Mathematics & Computing College (July 2007).

All of our pupils have statements (or Education, Health Care Plans - EHCPs) for special educational needs; a large proportion of pupils with moderate learning difficulties as the primary need, some requiring speech and therapy support, a significant proportion of pupils have Autism, some with visual or hearing impairments, physical difficulties, behavioural, emotional and social problems and specific learning difficulties. Many of the pupils are registered as disabled and in receipt of DLA and access to a range of support services.

The majority of learning for pupils takes place on-site in school but some pupils are able to attend mainstream or alternative for some lessons for specific purposes agreed by parents and schools. Vocational training is also provided for pupils in Key Stage 4.

Current pupil information (January 2016)

Class 1 - (10 pupils) : 1 Reception, male

3 Y1, all male

3 Y2, 2 male, 1 female

3 Y3, 3 male

Class 2 - (6 pupils) : 1 Y3, female

5 Y6, 4 male, 1 female

Class 3 - (8 pupils) : 4 Year 5, 4 male

4 Year 6, 4 male

Year 7 - (13 pupils) : 9 male, 4 female

Year 8 - (6 pupils) : 5 male, 1 female

Year 9 - (12 pupils) : 9 male, 3 female

Year 10 - (8 pupils) : 6 male, 2 female

Year 11 - (10 pupils) : 9 male, 1 female

There are 73 pupils in total.

The breakdown of primary category of need is as follows;

33 pupils with MLD (46%)

4 pupils with SLD (5%)

7 pupils with SLCN (10%)

5 pupils with BESD (7%)

1 pupil with PD (1%)

21 pupils with ASD (29%)

1 pupil with SpLD (1%)

1 pupil with HI (1%)

38% of the pupils have at least one other category of need listed on their statement/EHCP.

(See Appendix for meanings of acronyms)

What do we understand by 'Disabled'?

At Moor Hey School we promote equality for all. We want to prepare all our young people for life in a diverse society.

Disabled can mean that because of impairment the individual or individuals may not be able to access education, activities and or services as inclusively as people who are not considered to be disabled.

We do not interchange the term **disabled** with the phrase **special educational needs** although we appreciate that pupils with SEN may also be disabled and vice-versa.

We use the DDA the definition of **impairment** to include **hidden impairments** such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- *'physical impairment'* which includes sensory impairment;
- *'mental impairment'* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that impairment does not of itself mean that a pupil is disabled. It is considered that to be disabled is where social and educational environments may not offer adequate access to activities and learning for individuals with this label.

Attention to promote inclusivity may be required in the context of additional needs with:

- mobility;
- manual dexterity;
- physical co-ordination;
- 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

However, this is not an exhaustive list.

The core value of Moor Hey School in relation to disabled people is to actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful
- eliminate harassment of disabled people where they may be targeted for being disabled
- promote positive attitudes towards disabled persons - This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- take steps to take account of exceptions in the case of disabled persons; where it may mean that due to a disabling environment or circumstance, it is required that a disabled person be treated more favourably

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils;

Risk assessments, Positive Handling Plans & Care Plans

All pupils who have a serious incident logged have a risk assessment written which is shared with staff, kept on the school network and updated at least twice a year. Positive Handling Plans (PHPs) are written for pupils who can become physically aggressive or require RPI (Restrictive Physical Intervention).

Outcomes for pupils

Pupils begin to work towards nationally recognised accredited qualifications in Year 9 and throughout Key Stage 4. In Year 9 all pupils complete an Entry Level award in Spanish.

In Key Stage 4 all pupils undertake a Personalised Learning Programme (PLP) which includes Foundation Learning consisting of three elements;

- 1) Personal & Social Development (PSD) Entry Level work through ASDAN
- 2) Functional Skills in English, Maths and ICT - Entry Level through Edexcel
- 3) Vocational qualification through links with external partners. These currently include Hair & Beauty (Preston's College), Graphics and Media Design (CWP - Creativity Works, Preston) and Construction (Preston's Vocational Centre).

Key Stage 4 pupils also work towards external accreditation in all subject areas as well as being offered the opportunity to participate in the Duke of Edinburgh Bronze Award.

Key Stage 4 pupils who have the ability and confidence may also be encouraged to pursue GCSE qualifications in some subjects.

Pupils who have difficulty accessing the curriculum at Moor Hey in Key Stage 4 (due to issues of confidence, self-esteem, disengagement and/or behaviour) are catered for using another local partners as alternative provision - currently PVE, CWP, 4Tech Moto and CAST. They follow personalised courses in functional skills, PSD and preparation for work on a part-time basis as part of a full-time offsite timetable (with directions to attend in place).

Some pupils may have part-time placements arranged with local mainstream settings in order to enhance provision in the areas where they have shown interest or significant skill.

Involvement and consultation

Moor Hey School has consulted with disabled pupils, staff and service users and professionals in the development of the Disability Equality Scheme which is being incorporated into the Accessibility Plan by:

- Asking that the policy herein be read and reviewed during its progress.
- Taking accounts and opinions of members of the local and surrounding communities, including professionals and parents, in order to ensure that relevant comments are used to create an appropriate document.
- Inviting interested parties, who have valuable insight into what it means to be disabled, to become actively involved in the maintenance of this document as necessary.

These systems will be monitored closely so that the school can improve communication with and involvement of disabled people to inform future Accessibility planning.

The main priorities in the school's plan

- a) Adapting to changing needs of the pupil population which are increasingly complex & complicated
- b) Developing more effective and efficient links which are pupil centred
- c) Facilitate use of the expertise of external partners, for example: speech and language specialists, educational psychologists
- d) ICT across the curriculum

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP process	By July 2016	Headteacher	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. Pupils are supported in movement around the school by trained members of staff.	a) Relevant staff are trained in manual handling in line with specific pupil's care plans,	As required	SLT	Pupils who require assistance have designated staff who are competent in supporting movement around school to facilitate full access to learning opportunities.
	3. All building work has considered accessibility guidance.	a) Liaise with LEA and Property Services relevant personnel and contractors.	Ongoing	Site Manager/ Headteacher/Governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
Medium term	1. Complete phase 2 in the disabled toilet providing an inbuilt hygiene area.		By July 2017	Site Manager/Headteacher	Able to admit a wider range of pupils with impairments.
	2. Re-organise toilets in secondary area of school to enable disabled pupils to be independent in toileting where possible.	Seek advice from Property Services Senior Surveyor.	As required	Site Manager	Toilets more accessible to all.

Long term	1. Ensure all fire escape routes are suitable for all.	c) Install ramps to make level egress on all fire exits	By August 2018	Site Manager/ Premises, Health & Safety Committee	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
	2. Ensure all common facilities accessible to disabled children.		By August 2018	Headteacher	Everywhere is accessible to everyone.
	3. Ensure that all disabled pupils can be safely evacuated.	a) Put in place Personal Emergency Evacuation Plans for all children. b) Develop a system to ensure all staff are aware of their responsibilities.	As required Ongoing and updated regularly	Headteacher Headteacher/Governing body	All disabled children and staff working with them are safe and confident in event of fire.

Providing Information

All visual timetables, differentiated worksheets, alternative visual cues in classes.

The school will endeavour to provide alternative formats upon request for the policy for example in:

- Audio format
- Other languages
- Large print
- Braille
- Easy Read

Signed : H.R.J.McLenahan
January 2016

Appendix

MLD - Moderate Learning Difficulties

SLD - Severe Learning Difficulties

SLCN - Speech, Language and Communication Needs

BESD - Behaviour, Emotional, Social Difficulties

PD - Physical Difficulty

ASD - Autistic Spectrum Disorder

ADHD - Attention Deficit, Hyperactivity Disorder

SpLD - Specific Learning Difficulties

VI - Visual Impairment