

MOON HALL SCHOOL, REIGATE

ACCESSABILITY PLAN

Governor responsibility	Premises Committee
Governor Lead	Chair of Governors
Status & review cycle	Statutory Annual
Policy details (date & version)	May 2019 (version i)
Next review date	April 2020

Foreword

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Moon Hall School, Reigate Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site and the curriculum so that pupils with can take full advantage of the education and associated opportunities provided by the Moon Hall School, Reigate.

We accept an obligation under the Equality Act 2010:

- Not to treat pupils who are disabled less favorably for a reason related to their disability;
- To make reasonable adjustments for pupils who are dyslexic and (or) disabled, so they are not put at a substantial disadvantage;
- To draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy sets out the proposals of Moon Hall School, Reigate to increase access to education for pupils who are disabled in the three areas if wherever possible required by the planning duties of the Equality Act:

1. Increasing the extent to which dyslexic pupils who are (or) disabled can participate in the school curriculum;
2. Improving the environment of the school so dyslexic pupils who are (or) disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to pupils who are dyslexic and (or) disabled.

Definition of disability:

1. The Equality Act describes a person who is disabled as having ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’. Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV. Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).
2. A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment. Not all pupils who have a learning difficulty or special educational need are disabled
3. Parents, carers and teachers collaborate to identify and provide for the needs of individual pupils, as outlined in pupil profiles, individual educational plans and pastoral support plans.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school’s development plan. This plan will be made available to ISI Inspectors upon request.

NB, Moon Hall School, Reigate, is a listed Victorian mansion. The Governors and Head Teacher will keep reviewing the possibility of the building to be accessible as possible to pupils (or staff) who have a physical disability that would prevent them from using stairs and negotiating steps safely. The current three year plan must be read in that context.

Increasing the extent to which pupils can participate in the curriculum This is inevitably a superficial plan and to be read in context of a school whose primary objective is to increase the extent to which dyslexic pupils can participate in the school's curriculum				
	Targets	Strategies	Outcome	Time frame
Short term	Ability to provide written material in alternative formats	Make use of IT capability to provide the required formats	School is able to provide written material in format appropriate to the disability	Ongoing
Short to medium term	Extend IT provision	Provide voice to text software. Increase use of laptops and wireless access	More flexibility in use and access	Ongoing
Medium term	Make it easier for disabled pupils to put ideas into writing	Monitor & develop software for curriculum	Pupils can better demonstrate their knowledge and ability	Ongoing
Short to long term	Adopt new successful methods for helping dyslexic pupils to participate in the curriculum	Professional development and exchange of information to develop and keep abreast of theories and ideas. Test those that seem viable.	Remain an outstanding provider of specialist education for dyslexic pupils and improve outcomes for individual pupils	On going throughout the plan and thereafter.

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	Targets	Strategies	Outcome	Time frame
Long term	Staff to be familiar with technology and practices developed to assist people with disabilities	Professional development	Information can be presented in various forms to pupils who may be unable to access it through standard forms of printed material	Ongoing
Long term	Subject teachers to provide more written topic sheets	Regular reminders in staff meetings etc	Reduces stress of handwriting and helps pupils to acquire knowledge	On going
Long term	All staff to be aware of pupils' individual disabilities	Regular Insets and staff meetings with suggestions of ways they can help	Improved access to the curriculum	Ongoing
Long term	Be at forefront of application of resources and approaches to improving access	Senco and HoDs to be up to date on developments and new ideas or facilities	Improved access to the curriculum	Ongoing over three years
Long term	Provide more variety in the ways in which pupils can learn	Educational visits, Theatre visits	New ways of engaging pupils' interest increases their ability and willingness to learn	Ongoing

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	Targets	Strategies	Outcome	Time frame
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	To have improvement parking for all users by using fixed markings and signage and parking areas	Easier access to the school for less abled pupils, staff and visitors	September 2017
Short term	Enable disabled pupils and visitors to move more easily around the school grounds	Review pathways and roads on school grounds and resurface where required	Continue to improve surfaces on paths and roads,	September 2017
Medium term	Provide new accessible toilet facilities for disabled pupils and visitors.	Identify location, draw up plans for new construction.	Minimum of one modern accessible toilet in the school	September 2018
Medium term	Ensure staff know what resources are available and what support they have	Training and awareness sessions	Better provision of teaching aids	Inset -ongoing

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	Targets	Strategies	Outcome	Time frame
Long term	Maintain staff awareness of provision of resources for pupils with disabilities	Programme of staff induction and training.	Excellent provision of resources for dyslexic and (or) disabled pupils	Inset-ongoing
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Periodic training of staff involved in providing support to pupils with Dyslexia Periodic training of all staff in awareness of disability discrimination Review of pupil population at the beginning of each term to identify issues and develop appropriate strategies	Staff confidence in providing appropriate teaching and support for dyslexic pupils. Staff awareness of disability discrimination. Dyslexic pupils are able to access their choice of curriculum activities as far as possible	September 2019

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	Targets	Strategies	Outcome	Time frame
Dyslexia	Ensuring support to aid learning	Staff to give support to pupils and provide staff induction and training.	Pupils work and organisational skills benefit from the support provided.	Ongoing
Medical conditions	Needs of each pupil is identified and support strategies put in place.	Individual strategies and work plans in place.	Allow pupils with ongoing medical conditions to attend School where possible	Ongoing

Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled				
	Targets	Strategies	Outcome	Time frame
Short term	Extend provision of “readers”	Expand the use of trained teaching assistants School has reading pens in place / for exams	Pupils who have difficulty in reading are help to grasp the meaning of more complicated concepts. To independently access written material in exams.	Ongoing
Short to long term	Provide alternative methods of delivering information	Research and implement use of suitable equipment e.g. MP3 players and voice recorders	Will help pupils who learn better by listening than by reading.	Ongoing
Short term	Provide classroom on ground floor as room for use by staff or pupils with temporary disability	Designate the only currently suitable teaching room for this purpose and provide flexibility in use of other rooms	Ensures pupils and staff with a temporary disability (e.g. broken leg) can still access the school	Ongoing
Short to long term	Governors are advised to allocate adequate resources to implement the accessibility plan	To have provision and resources for all needs to the students	Will help and benefit the teaching & learning outcomes to all pupils with disabilities, dyslexia etc	Ongoing

Short to long term	The need for extra time allowance for pupils in exam times eg scribes, and the time allowance on access to the rooms	Professional development for staff Improved access to the designated rooms	Staff training and plan to be monitored and implemented To be programmed into the curriculum	Ongoing
Long term	improvements in access to the curriculum	The pupils to have full access to the curriculum, working with independence when appropriate and interacting fully with peers. The pupils to have full access to the curriculum.	Ensure high quality teaching, through CPD for all to improve disabled/dyslexia pupils' access	Ongoing