

Moorcroft School Accessibility Plan

January 2018

The DDA, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. Schools are required to produce accessibility plans for their individual schools and LAs to prepare accessibility strategies. The nature and content of plans will depend on the size of the school and the resources available to the school.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Schools are under a duty to implement, review and revise their Accessibility Plans regularly.

Although it is a duty to plan, it does not require a separate planning process. Moorcroft's Accessibility Plan will incorporate initiatives and processes outlined in the Eden Academy Service Development Plan.

Moorcroft is in a special position in view of the nature of the children, in that all have special needs which are identified in statements, the school has always planned and delivered the curriculum individually, reflecting a range of special learning, behavioural and physical needs and as such is an extremely inclusive and accessible school.

Schools and LAs are required to plan for

- Increasing access for disabled pupils to the school curriculum
- Improving access to the physical environment of schools

- Improving the delivery of written information to disabled pupils and parents/carers

We have assessed current accessibility and identified any significant barriers to access or inclusion and have produced a year's action plan addressing the 3 key areas. This will be updated yearly as the new Service Development Plan is written in the Autumn. The plan will be monitored and evaluated via half termly RAG rating by the Senior Leadership team.

The plan needs to be read in conjunction with Moorcroft's current Service Development Plan, the Single Equalities Policy, the Teaching and Learning Policy, the Curriculum policy, the Inclusion Policy, the Assessment Policy and the London Borough of Hillingdon's current Disability Equality Scheme and Accessibility Strategy.

Date of next review - January 2019

Signed on behalf of the Board of Trustees : _____

Date _____

January 2018

Target To increase the curriculum access for all students, including those with sensory, physical, learning communication and behavioural difficulties

These targets comprise some of the main foci of the Eden Academy and Moorcroft SDP 2017-2018 in relation to curriculum access at Moorcroft

Aims	Intended Outcomes (what will we see?)	Intended Impact(what is the effect on pupils, staff or parents?)
<p>Moorcroft will be an environment where students are "immersed" in communication.</p>	<p>Autumn 1- There will be a refresher in a Teachers' meeting about the communication bands and what bands their students belong to. Communication TA2s will also attend this meeting.</p> <p>Autumn 1 - New therapies profile will be launched incorporating information about the communication needs of every student within the school.</p> <p>Autumn 1 - The SALT team will give further training to TA2s to support them in establishing purposeful communication systems in class. Speech and Language therapies will support teachers and TA2s in class meetings throughout the year.</p> <p>From Autumn 2017 - Students' communication aims and key word foci will be clearly stated in teachers' medium term planning. Key vocabulary for each lessons will be shared with the whole class team before the beginning of each lesson and will be shared with students at the start of the lesson. Students will be equipped with the new vocabulary as it is going to be clearly stated, demonstrated and repetitively used each half term by all members of class staff</p>	<p>Communication refreshers will enable teachers and support staff to continue employing the most appropriate communication approaches throughout the school day. The communication boards will enable staff to remain focus on delivering these profiles.</p> <p>The new therapies profile will mean that students' individual needs will be available at a glance. Teachers and members of staff will know exactly the level of communication of students, their communication method and the way to support them in class.</p> <p>TA2s will be more confident at supporting communication programmes in class through further training from the SALT team.</p> <p>Classes will be immersed in key vocabulary through effective sharing between staff and students. Staff will become more effective at compiling key vocabulary through guidance about planning for different developmental levels. They will be better equipped to promote communication throughout the whole school</p>

	<p>Communication TA2s will ensure class communication boards displaying useful information will be completed and updated when needed.</p> <p>From Autumn 1 new structures at the start of each session will ensure that communication books and AAC devices are employed to enable students to be ready to learn. Communication Aids will be use at all times throughout the school day including lunch and breaktimes.</p> <p>Autumn 1 - more communication TA2s will be advertised and appointed.</p> <p>From Autumn 1 two TAs2s will model signing in their classes to improve signing of both staff and students. Throughout the year all communication TA2s will be trained in Signalong.</p> <p>Autumn 1 - SALT team will train TA2s to programme AAC devices enabling these devices to be updated at a much faster rate.</p> <p>Spring 2017 - SALT team will meet with BS to draw up a list of key words for different developmental stages. These key works will also be linked to students' personalised plans</p> <p>Throughout the year the SALT team will hold communication lunchtime clubs.</p>	<p>curriculum.</p> <p>Students will be challenged to make outstanding progress by the embedding of communication into their daily routines.</p> <p>Use of specific vocabulary linked to the life skills curriculum will equip all students with effective communciation skills to develop their independence throughout their lives.</p> <p>Increased support from Signalong trainers will mean that all members of staff will be familiar with the new signs and will be confident to demonstrate them and use them to communicate with students</p> <p>Staff will be more confident at programming AAC devices. Pupils will be motivated to use them as vocabulary will be relevant and up to date.</p> <p>Lunchtime clubs will enable students to improve their social skills.</p>
<p>Implement a new Key Stage 4 curriculum to ensure KS4 students make a greater contribution to the life of the school</p>	<p>Autumn 1 2017 - a new curriculum will be introduced for Key Stage 4 students.</p> <p>By the end of Autumn 1 a new Key Stage 4 handbook will be in place.</p> <p>Each student will have a personalised curriculum based on their chosen talent pathways and their likely programmes of study for the sixth form. The curriculum will include topic based lessons and students' reflection</p>	<p>KS4 teachers will be able to deliver the curriculum more effectively through the new Key Stage 4 handbook.</p> <p>Students will be able to identify their talents more effectively by linking talent pathways to programmes of study.</p> <p>KS4 students will make outstanding progress in developing practical and life skills through more</p>

	<p>of learning will be clearly stated on a topic display board adapted for each class. Teachers planning with reference Health and Fitness and SMSC which will be embedded throughout the school day.</p> <p>By January 2017 talent pathways will be reflected in clearly defined timetables for each key stage 4 students.</p> <p>The new Key Stage 4 curriculum will be distinct from Key Stage 3 and will incorporate opportunities to apply their skills practically throughout the school day.</p> <p>By the start of Spring 2, students progress with regards to their talent pathway will be measured against : Key stage 4 thresholds, learning aims and p levels. They will be saved in Behaviour Watch and progress will be evidenced by a combination of written and photographic evidence.</p> <p>In Autumn 2017 a new Community Programme protocol will be introduced. Community learning objectives will be clearly stated on the new off site student trips proforma and it will match the teachers' planning</p> <p>In Autumn 2, Key Stage 4 classes will organise at least one whole school special event linked to enterprise lessons. By Summer 2018 all students in Key Stage 4 will have been engaged in work experience / work training (for example, running the tuck shop and the school library).</p> <p>Spring 2017 - Kay Stage 4 students will have the opprotunity to develop friendship groups with students from other academy schools.</p>	<p>opportunities to apply their learning.</p> <p>Assessment in real time through Behaviour Watch will mean that assessment in Key Stage 4 will be more rigorous.</p> <p>Year 11 students will be able to make more informed choices regarding Sixth Form courses through the opportunities for them to rehearse and apply their talents during their times in the Key Stage 4.</p> <p>Students will receive greater challenge in community programme through the introduction of the new process. Students will also make a greater contribution to the local community through community activities.</p> <p>Key Stage 4 students will improve their social skills and will be more fully involved in the life of the school by contributing to special events. Their social skills will also improve through friendship groups with other schools.</p> <p>Key Stage 4 students will demonstrate a clearer understanding of the Work of Work through Work Experience and Training.</p>
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<p>Implement a new curriculum for students working at Entry level, including meaningful accreditation.</p>	<p>In September 2017, there will be a class for year 10 and 11 students working towards and working at entry level.</p> <p>By the end of Autumn 1 2017 a handbook will be in place to support the teaching and learning of these students. Resources to facilitate the delivery of this curriculum will also be purchased by the end of the first half term.</p> <p>During Autumn 2 members of SLT will hold meetings with Pentland Field School to ensure that assessment processes for these students are sufficiently challenging and robust.</p> <p>By December 2017 age appropriate reading materials will be in place for these students.</p> <p>By Spring 2018 students from this class will be engaged in meaningful work training / work experience.</p> <p>By April 2018 an Entry Level Accreditation system will be in place for those likely to achieve Entry 1 or 2 in English and Maths by July 2019. Teachers will plan a clear programme of study to facilitate this and will maintain a portfolio of evidence during this period.</p> <p>Summer 1 - the sixth form curriculum will be reviewed to ensure that it is appropriate for year 11 students joining in September 2018.</p> <p>During the Summer term 2018 year 11 will take part in a clear transition to sixth form allowing them to make informed choices about 6th form course.</p> <p>Throughout the year students in this class will be fully engaged in the Annual Review process to enable them to make informed choices about their future.</p>	<p>Students in Westminster Class, though a relevant and challenging curriculum, will make expected or better than expected progress towards entry level qualifications in English and Maths</p> <p>Students in this class will make outstanding progress as a result of challenging targets set as a result of a rigorous and robust assessment scheme.</p> <p>Students will make better progress with their reading through access to relevant and age appropriate reading materials.</p> <p>Students gain a better understanding of their talents and skills and of the world of work, through the work training programme.</p> <p>Students will be better prepared for Post 16 and Post 19 education by gaining relevant and useful accreditation. The review of the sixth form curriculum will also ensure that these students are continually challenged when reaching sixth form.</p> <p>Year 11 Students will be able to make more meaningful choices about Post 16 education by being fully involved in the annual review process and in their transition to sixth form.</p>
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<p>Students will be ready to learn at the start of the morning and afternoon, through a structured start to lessons and embedding of therapies into learning</p>	<p>At the start of the academic year timetables will be clear that learning times will start at 9:00 and finish at 3:15.</p> <p>Autumn 1 - a workshop in a teachers' meeting will support teachers to plan "readiness to learn sessions". The training day at the start of Autumn 2 will also include a session to support all staff with these sessions. There will be regular refreshers throughout the year.</p> <p>Autumn 1 - OT TA2s will receive training from the therapy team in setting up sensory programmes to prepare students to be ready to learn. They will then disseminate this information to class staff during weekly meetings.</p> <p>Autumn 1- "Readiness to learn" sessions will be included in classes' timetables. The equipment used for the sessions – visuals, games, OT objects will be named and clearly labelled within wallets. Now and next boards and emotion charts will be used under therapists advice within the class. Students will be able to follow a routine 4 times a day – first thing in the morning, after snack, after lunch time and when they wait for the bus home. The activities will all be related to students' sensory and emotional skills; the classroom environment will be calm at all times. A written form of the routines will be produced accompanied with the students learning aims; teachers and member of staff will be able to monitor progress and show confidence in their evidence</p> <p>Throughout the year new teachers will receive mentoring from SLT to support them in the implementation of the readiness to learn programmes.</p> <p>By Spring 2017- The SI room will be timetabled and used regularly for students to use for timetabled sensory breaks. The OT team will help with the set up of the room which will be used during the "readiness to learn"</p>	<p>Readiness to learn will mean that students will cope with transitions more effectively. As a result students will be calmer during the whole school day and the learning time will be increased. Students will be able to communicate their needs and become familiar with a clearer routine that prepares them for learning.</p> <p>Through structured timetabling of "readiness to learn" and integration of sensory breaks into the school day, staff will be able to implement sensory programmes more effectively. A clear structure and greater opportunities for communication will enable students to manage, communicate and self-regulate their emotions more effectively.</p> <p>Individual and whole school training will raise awareness of the individual sensory needs of students and effectively use of the individual OT programmes.</p> <p>All members of staff will feel supported to build up a routine that helps student decrease their levels of anxiety. Staff will report greater engagement and less instances of challenging behaviour.</p> <p>Therapies will be embedded more fully into school day by greater collaboration between the teaching and therapy teams.</p>
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	<p>sessions in class.</p> <p>Throughout the whole year students' emotional needs will be met during routine times. Music/Dance/Drama therapists will join class meetings and explain extensively the information mentioned at the students' therapies profiles. Their visits to the class will be timetabled – each one of them will be mainly responsible for a number of classes</p> <p>By joining class meetings therapists will support the students' emotional needs and general well-being by suggesting activities and sharing information and expertise.</p> <p>Learning time will start at 9:00 and finish at 3:15</p>	
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January 2018

Target To provide information in a range of alternative formats in order to improve the delivery of information to disabled pupils and all parents

These targets comprise some of the main foci of the Eden Academy and Moorcroft SDP 2017-2018 in relation to physical access at Moorcroft

Aims	Intended Outcomes (what will we see?)	Intended Impact(what is the effect on pupils, staff or parents?)
To create an alternative and augmentative community for non verbal children and young people and their families	Early assessment of need will have been undertaken (SaLT input) Family Services support will be in place to embed the use of any device at home FS support will be in place to enable families to network with each other and develop the academy as a centre of excellence for CYP requiring AAC support	All families and pupils involved in the AAC project will feel supported and trained and have access to ongoing help and advice regarding the device and its use The device is used confidently and to maximum effect both at home and school The joint collaborative working between the family, the SaLT service and Family Services will benefit the pupil and enable him/her to progress as rapidly as possible
To move the Parent Forum to the next level by extending questions and answers sessions and developing the options for more parental input	There will be an online chat facility on the Parent Forum, focused on a specific issue. These will happen once termly There will be greater input from parents regarding the topics and the information they would like to have available (questionnaires, coffee group discussions will be used)	An increased number of Eden parents are using the forum to access different subjects Parents have up to date information on the topics under discussion and access to professional support The forum is highly valued by its users

January 2018

Target To increase and enhance access to the school buildings and to improve access to the physical environment of the school, particularly for those pupils with sensory, physical, learning or communication difficulties

These targets comprise some of the main foci of the Eden Academy and Moorcroft SDP 2017-2018 in relation to physical access at Moorcroft

Aims	Intended Outcomes (what will we see?)	Intended Impact (what is the effect on pupils, staff or parents?)
<p>Incorporate physiotherapy into Health and Fitness lessons</p>	<p>From the start of the academic year class teams will meet regularly with the physiotherapists and OTs to ensure that physiotherapy programmes are fully embedded into lessons. Each class will also have a linked physiotherapist or OT working alongside their classes. The majority of students will have their physiotherapy programmes built into the lessons rather than a standard programme. The new therapy profiles to be introduced in Autumn 2017 will ensure that all staff are aware of the physiotherapy needs in their classes. Teachers' planning will indicate when in the school day physio programmes are implemented.</p> <p>Embedding of physio to be incorporated in the induction programme when new staff join the school.</p> <p>Autumn 2017 Heads of Department to meet with physiotherapists and OTs to ensure that class staff are adequately trained to deliver physio during lessons.</p>	<p>Lessons will be more inclusive for those students who have physiotherapy programmes. Pupils will be able to remain in class for longer periods due to physiotherapy programmes being carried out during lesson times.</p> <p>Pupils will be ready to learn and through physio programmes being carried out more regularly. Parents will feel better informed about physio programmes carried out at school and will gain a better understanding of how they support readiness to learn.</p> <p>Staff will feel more confident at carrying out physio programmes through training, peer observations and more regular meetings with therapists.</p> <p>A greater emphasis on Health and Fitness in KS4 will result in students making better progress in their Physical Development Targets.</p> <p>Parents will gain more confidence in the school carrying out physio programmes through family</p>

	<p>A new sensory gym to be opened in Autumn 2017 will provide an additional space for health and fitness lessons where physiotherapy can be incorporated.</p> <p>Physiotherapists and OTs will meet termly with Heads of Department to ensure that priority for the hydro pool is given to those students who need it.</p> <p>The new KS4 handbook to be published in December 2017 will include guidance on embedding Health and Fitness into the school day.</p> <p>Spring 2018 - Physios and OTs to be invited to lead a teachers' workshop to brainstorm ideas of linking physio to Health and Fitness lessons.</p> <p>Spring 2018 - workshop for parents to inform them how physio programmes are incorporated into learning.</p> <p>Spring 2 - teachers to carry out peer and external observations of lessons where physiotherapy is embedded.</p>	<p>workshops.</p>
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<p>Premises /Health and safety team to meet regularly and identify physical barriers to learning and a strategy to address. Management Health and Safety team to meet once a term and report directly to the Board of Trustees.</p>	<ul style="list-style-type: none"> • Barriers to learning eg physical improvements/repairs needed/health and safety issues affecting positive learning brought to the attention of the team and remedial action discussed/ time framed /actioned as appropriate • Physical barriers to learning are addressed and remedial action taken as soon as is practicable • School is always fully accessible and in good state of repair and cleanliness 	<ul style="list-style-type: none"> • All pupil are able to access all areas of the school and benefit from the opportunities for learning offered • Parents and other partners are able to access the whole school quickly and easily.
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