

Moorcroft School Accessibility Plan

April 2019

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 - April 2020

Signed on behalf of the Board of Trustees : _____

Date _____

April 2019

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 2018-2019 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>Develop the hidden curriculum particularly PSHEC and social and emotional development</p> <p>Olga</p>	<p>A New PSHE Curriculum (with topic guidance) will be published before the end of Autumn 1.</p> <p>RSE needs will also be specially incorporated into Health and Fitness lessons throughout the school curriculum.</p> <p>A PSHE curriculum presentation will be delivered in in the November training day at the start of Autumn 2, so that staff have a greater understanding of this area.</p> <p>The new key rings - with emotions and body parts will be introduced and used consistently across the school. Fortnightly in staff briefing, staff will practise key signs which will be linked to topic/every day vocab. Signed story packs and resource packs will be created by cross school teams to support literacy. Display boards will also display key signs.</p> <p>Some key stage 3/4 classes will use AAC approach to target topic vocabulary in a fun and dynamic way, e.g. for science lesson, a prepared AAC activity to label words e.g. bang, pop, look. A folder of ideas that links with the curriculum will be available for teachers to look at in the staff room.</p>	<p>Teachers will find it easier to plan PSHEC through the introduction of new Curriculum topics and better availability of resources. Training delivered in November will ensure all staff are committed to delivering effective PSHEC across the school.</p> <p>Students will be better able to identify their emotions and needs through the introduction of a core vocabulary that all staff will also be familiar with. Students will be also able to identify what is public and what is private, depending on their level of development.</p> <p>Pupils will be able to better contribute to their Annual Reviews through a greater emphasis on pupil voice.</p> <p>Staff at feeder schools will be able to better prepare pupils for joining secondary school as a result of joint working.</p>

	<p>Spring 1 - the AHT will introduce a tracking system in conjunction with teachers to ensure PSHEC is fully incorporated across the whole curriculum.</p> <p>Each term, assembly topics will incorporate the hidden curriculum. Head of Key Stage and Cross School Team leaders will also ensure that PSHE is incorporated into special events.</p> <p>Spring 2019, Moorcroft school will share the Curriculum with the Grangewood ensuring the that progress is plotted throughout pupils' learning journey so that their development will be extended as well as consolidated.</p> <p>The AHT teacher will continue to work with Arts Therapists to ensure that the core vocabulary is incorporated into all settings.</p>	
<p>Narrow the gap between English and Maths, particularly for ASD and pupil premium students.</p> <p>Olga and Agnes</p>	<p>Autumn 1, the TLR3 will continue to analyse data carry out observations and submit an action plan to SLT for narrowing the gap between English and Maths. From Autumn 2, SLT will ensure that the recommendations of the action plan are carried out. Initiatives and resources can be partly funded through pupil premium and Literacy and Numeracy catch up fund. The success of the action plan will the be reviewed in Spring 2 as the TLR3 comes to the end of her contract.</p> <p>In September 2018, SLT will carry out joint moderation of communication targets to ensure they are both robust, but also meet pupil needs.</p> <p>An adapted booster reading and writing programme will be in place in Autumn 2 in Moorcroft School. Students will have their own writing folders where the progress in writing will be recorded weekly through teachers marking comments at students' work. Special resources to boost reading and writing will be ordered for PP and year 7 students using the respective grants.</p>	<p>SLT will be able to implement an effective action plan to raise standards in English, through the careful research of the TLR3.</p> <p>Mid and end of year data will demonstrate that the gap between English and Maths particularly for ASD and Pupil premium students will be narrowed.</p> <p>Students make outstanding progress in literacy and will feel proud of their reading, writing and communication skills.</p>

	<p>For students with sensory needs students OT motor skills programme will be designed and trialled in classes in Autumn 2.</p> <p>From Autumn 2, to encourage reading, Moorcroft Library will be equipped with the right age appropriate level books at the appropriate developmental level.</p> <p>From Autumn Term onwards information about the Reading and Writing ability to SALT and OT therapy profiles.</p> <p>In February 2019, the launch of the new assessment system for benchmarking English will ensure that teaching of communication reading and writing is more functional and targeted towards student needs.</p>	
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<p>Introduce and develop accreditation for the higher achievers in the Sixth Form.</p> <p>Terri and Olga</p>	<p>A more advanced AQA will be implemented for the high achievers. It will be trialled in Sixth Form in Autumn 1 and then rolled out for the remainder of the academic year.</p> <p>Autumn 2018, a new Entry Level group will be set up in the sixth form where students will follow a more academic pathway that incorporates English, Maths and Science. In September to 2018 these students will be able to choose their entry level qualifications. The sixth form timetable for 2018-19 will be revised to incorporate this development.</p> <p>Throughout the year key teachers and TAs will attend appropriate training to improve their skills in developing an academic pathway.</p> <p>Summer 2019, year 14 students on the academic pathway will leave with an appropriate entry level qualifications.</p> <p>Summer 2 - year 11 students who will be joining the sixth form in 2019 will have access to information of appropriate qualifications for them to take when they join the Sixth Form in September.</p>	<p>Progress for entry level students will improve through access to both academic and life skills programmes. This will give them the chance to gain skills valuable for their future employability. They will also be better prepared for joining colleges.</p> <p>Staff will have greater confidence in delivering entry level programmes through access to training.</p> <p>Parents will be better informed about opportunities for their pupils once they join the sixth form.</p>
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April 2019

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 2018-2019 in relation to the delivery of information

Aims	Intended Outcomes (what will we see?)	Intended Impact(what is the effect on pupils, staff or parents?)
<p>Sixth formers will be better prepared for transition to college and supported living</p> <p>Terri, Lisa, Maria</p>	<p>Autumn 2018, the Head of Sixth form will continue to visit local colleges and supported living placements to gain a better idea of preparations necessary for students to transition to Post 19 placements. Spring 2019, Head of Sixth form to work in conjunction with the AHT to incorporate revisions into the sixth curriculum and accreditation offers to better prepare students to begin post 19 placements.</p> <p>Autumn term 2018 a new protocol will be introduced to ensure that transition passports contain all the information that colleges / supported living placements will need to meet the needs of the students once they leave Moorcroft.</p> <p>In the Autumn term a booklet containing information about college provision and supported living will be developed for students and their families to be reviewed annually.</p>	<p>Students will be better prepared for transition to future placements through closer alignment of the Sixth Form Curriculum to Post 19 offers.</p> <p>Students will be better prepared for their transition post Moorcroft, through more efficient transfer of documentation and therapy programmes.</p> <p>Parents will feel supported by the school during and after their child's graduation.</p> <p>Students will be able to better transfer their communication skills to new placements through greater training in the use of AAC devices for families, colleges and supported living placements.</p>

	<p>To further support transition, the SALT team will offer a weekly slot for AAC sessions with students and their families to ensure that use of AAC devices and be easily transferred into home / college and other sessions.</p> <p>From Autumn 2018, onwards the family services team will maintain contact with families to review progress with AAC devices and to check if families need any support in securing appropriate Post 19 placements.</p> <p>Spring 2018 the SALT team will arrange for AAC users in the community to visit school as role models. Specific students will also be invited to speak to different people from the Academy and the community about AAC.</p> <p>AAC devices will be regularly updated with the curriculum specific vocabulary of each key stage to ensure that students will be confident users of their ACC devices before leaving Moorcroft school.</p> <p>Summer 2019, members of the therapy team will accompany students to transition days at their new placements to ensure that communication, OT and physiotherapy programmes are transferred efficiently.</p> <p>An alumni (a group of former students) will be created to talk about their experiences during special alumni events during the year.</p>	
<p>Students will have access to high quality careers education and opportunities for work training.</p> <p>Maria</p>	<p>Throughout the year the Head of Key Stage 4 will establish more opportunities for work training in school. In Key Stage 4 pupils will have opportunities to work in the library beauty salon and tuck Shop. An apprentice programme will be established from Autumn 2018 onwards to support year 11 students to better transition to</p>	<p>Students will have more opportunities to experience the World of Work and access the community through a more robust work training programme.</p> <p>By accessing the community and work training students will better develop their communication, literacy and numeracy skills.</p>

	<p>Sixth Form and getting.</p> <p>From Autumn 2018 onwards Enterprise lessons will be run as businesses. A bank account will be opened to support the Enterprise in both Key Stage 4 and Sixth Form.</p> <p>To support staff a cross school team will produce a work experience folder with links, experiences, and information about work placements, particularly for the high achievers.</p> <p>From Spring 2019, links will be created with other schools and charitable organisations to provide students with work experiences outside of Moorcroft School.</p> <p>Summer 2019, special events hosting Moorcroft students will also take place in other schools from Eden Academy.</p>	<p>Staff will gain greater confidence in delivering work training through clearer guidance.</p> <p>Parents will develop greater confidence and ambition about their child's' future as a result of students accessing these new programmes.</p>
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April 2019

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 2018-2019 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>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.