

Moorcroft School Accessibility Plan

October 2022

The DDA placed 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. Trust 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 Education, Health and Care Plans (EHCPs). 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 School 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 - October 2025

Signed on behalf of the Board of Trustees : Andrew Sanders (Executive Head Teacher)

Date: 3 October 2022

October 2023

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 2022-2023 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?)
Further develop the teaching and learning of the PSHE curriculum for all students and show clear progression of skills	Effective Assessment and Progress Recording: The implementation of effective assessment techniques to record progress in all statutory PSHE areas will lead to a clearer understanding of students' development. Increased Independence and Accreditation: Expanding independence assessment and providing accreditation opportunities will empower students to take ownership of their learning. Exploration of Progress Continuum: Exploring progress on the continuum will allow for a more holistic view of students' development. It will help identify areas where students may need additional support or challenges, ensuring their progress is continuous.	Teachers will gain confidence in their ability to deliver PSHE lessons that are highly tailored to the specific learning profiles of SEND students. This includes adapting content, materials, and teaching strategies to accommodate various learning styles and abilities. Improved individualised support and tailored teaching strategies. Develop students' confidence and self-esteem while preparing them for life beyond school. PSHE lessons will empower teachers to focus on the holistic development of SEND students, including their social, emotional, and mental well-being. Confidence in this

	Implementation of A-Z Wellbeing Choice Board/Poster: The use of the A-Z wellbeing choice board/poster across the school will enhance students' understanding and practice of wellbeing strategies. This will contribute to a more positive and emotionally healthy school environment. Central Resource Library: Reorganising and effectively using the central resource library for PSHE lessons will streamline lesson planning and delivery. Teachers will have easy access to teaching materials that support engaging and informative lessons. Guidance on PSHE Dolls and 'Safe' Vocabulary: Creating guidance on the use of PSHE dolls in alignment with safer vocabulary work will help teachers facilitate sensitive discussions. This will promote a safe and respectful learning environment. Establishment of Key Vocabulary: Establishing key vocabulary related to communication bands and communication opportunities throughout the day will improve students' communication skills. It will enable them to express their thoughts, feelings, and needs more effectively. Pilot Class Using ASDAN +14: The pilot class using ASDAN +14 will provide valuable insights into effective PSHE assessment strategies. Sharing their	aspect will translate into more holistic support. Teachers will have the confidence to collect and analyse data related to the social and emotional progress of SEND students. This data will inform instructional decisions and support individualized interventions. The quality PSHE education provided at Moorcroft School will be of high standards throughout their learning journey from key stage 3-5. Students will benefit from a consistent and well-informed approach to their social, emotional, and mental health development.
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	success will inform future assessment approaches and ensure they meet the needs of all students. Arts Therapist Support: The involvement of the Arts therapist in creating a therapeutic classroom environment will have a positive impact on students' social and emotional growth. It will provide them with tools to manage their emotions and build positive relationships. Teacher Confidence: Equipping teachers with the knowledge and confidence to deliver high-quality PSHE teaching will result in more engaging and effective lessons.	
Students across the school to have purposeful opportunities and experiences of work/careers related learning	Regularly review school's careers programme against Gatsby benchmarks . Students in all year groups have access to regular careers related learning that develop in a structured pathway across their time at Moorcroft. By the Summer 2024 KS4 leader will create a stable programme of careers related activities for all year groups. To develop further Careers and Work experience opportunities including access to employers/providers where appropriate Continue to review and refine Moorcroft careers programme of enrichment – with a focus on	Students will have greater opportunities to experience a variety of careers Students will gain more life skills through different work experiences and work related activities Parents will be more aware of future choices Students will have an opportunity to build their confidence and aspirations

	opportunities to develop students' aspirations and broaden diversity.	
To revise the numeracy curriculum to increase the number of students making progress in this area of learning.	Review Maths offer across the school (maths topics, opportunities for developing maths skills outside maths lessons, what skills are key for becoming more numerate and independent when applying mathematical thinking). Revise Moorcroft Levels to ensure teaching of maths skills is more coherent. Deliver training to staff based on the CPA approach, stemming from child development milestones (action thinkers – image thinkers, language thinkers) Staff will have a general introduction to teaching maths at Moorcroft and key theories underpinning this. Staff will have training opportunities in specific areas (number, shape and space, measure). Opportunities for joint practice development will be included throughout the year. School will aim to run intervention classes and set students according to ability where possible.	Moorcroft teachers will have developed a better understanding of why it is important to use real-life objects when teaching Maths (principles underpinned by the CPA approach). Teachers will have had opportunities to see good practice across the school and taken part in joint planning and co-teaching of maths lessons. Teachers will have had a better understanding of progression in teaching early maths skills and the key principles behind it. All students will have had access to effective practical resources in their maths sessions. Some students will have been encouraged to use manipulatives, such as double-sided counters, dienes/base 10 blocks, Numicon, beads, etc. to deepen their understanding. Most students will have developed and enhanced their maths skills through daily routines (register, snack, lunch, break, movement break, etc.)

		Teachers will have been better enabled to embed maths into daily skills through training. Teachers will have used more real objects in their Maths lessons which will be evident through planning and learning walks. Links to SALT will mean that language used in maths lessons will enable pupils to better access lessons.
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October 2023

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 2022-2023 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?)
To maintain high levels of school attendance by rigorously monitoring attendance data to identify concerns and implement school strategies.	All staff understand the school's policy on pupil attendance and the strategy to improve attendance. All parents understand the school's policy on pupil attendance and the strategy to improve attendance. School to work in partnership with parents/carers and other professionals to best support students to have regular attendance. The attendance DSL and attendance officer to ensure that the school's strategy is implemented when there is a concern about attendance.	Students have better outcomes with improved school attendance. Students will be able to better engage and achieve in school. School staff will feel confident to tackle attendance concerns with parents/carers. Teachers will feel confident to raise concerns to leaders about attendance concerns and impact on progress. Whole school culture on that promotes good attendance.

	Regular analysis of pupil attendance figures so that concerns can be raised quickly for pupils at risk of having poor attendance and having a persistent absence record. To work positively with parents/carers to celebrate when attendance is good and to respond timely when there is a concern with regular communication. To facilitate and support parents/carers when there are barriers and seek to work positively with them. Share parts of school attendance policy in small chunks to parents/carers in the weekly newsletter and refer them to policy on the website.	Families will feel well supported when there are barriers to school attendance. •
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October 2023

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 2022-2023 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?)
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.	- 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	- 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.
Develop a high quality PE and Physical Development curriculum for all students	Develop the current physical education provision so students can continue to success in physical activity and in developing life skills.	All students will be challenged appropriately when it comes to physical activity. Students will have a “skills progression map” so staff can clearly see the area/skills the need to develop and refine.

	Broaden the current PE curriculum so students experience a range of sports and activities. Organise termly sporting “competitions” or challenges. Link this to a PE/healthy lifestyles page on our website. Produce videos of specific activities to support staff in delivering the PE curriculum. To give students more opportunities to take part in competitions both in and out of the school environment. Provide opportunities for students who are ready to develop and practice leadership skills As part of developing knowledge of healthy lifestyles, the students will have access to healthy school meals and snacks. Complete an audit of current equipment and purchase equipment in relation to the PE curriculum. Develop staff skills, expertise and confidence to teach high quality PE lessons.	Students will have increased the time they are able to access physical activity throughout the school day/week. With the implementation of termly “competitions”/challenges linked to the skills, learnt during that term. Produce a bank of resources (videos, photos, documents) to support specific lessons especially those that are new to the curriculum. Regularly identify (through questionnaires and learning walk etc.) areas for staff development and provide the relevant support to boost knowledge and confidence in specific areas. Create an environment, which promotes positive attitudes towards health, hygiene and life skills. Students Improve emotional wellbeing and behaviour. Improve parental engagement through sporting events at school
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