

MOORGATE PRIMARY ACADEMY

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Here at Moorgate Primary Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under the Education and Inspections Act 2006:

- We welcome our duty to promote community cohesion.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

As a school we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion ensuring that all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

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- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Physical Access:

The school can be accessed by the automatic doors at the front of the building. The lift can be used to access upper floor. There are disabled toilets on both floors. All doors are accessible by wheelchairs.

Lighting:

The school is very bright and well lit. All rooms have adequate lighting and good natural light. Where needed, rooms have been fitted with blinds to enable optimal use of interactive whiteboards. Classrooms have automatic lighting systems.

Toilets, Changing and Washing Facilities:

We currently have disabled toilets for staff and pupils. The washing facilities for the pupils and staff are located within the toilets.

Playground and Common Areas:

The playgrounds are easily accessible, all on one level, consisting of both grass and tarmac.

Furniture/Equipment:

All furniture can be moved in each classroom, to improve access to classrooms. Provision may need to be made for pupils with certain disabilities and the school would have to seek advice on this, according to the pupils needs. All classrooms have access to a variety of equipment to use, and these are suited to particular year groups and key stages. Equipment can be easily transferred from classroom to classroom and can be allocated to the pupil(s) if required.

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Associated Services:

Where children are required to use external resources or services e.g. external sporting events, the children are provided with transport facilities if needed. The school endeavors to provide a range of external support services via the SENCo/Principal to all stakeholders, by providing contact details or setting up meetings etc.

The school makes its accessibility plan available in the following ways:

- All staff and SEN governor will be given a copy of the plan and action plan.
- All stakeholders will be made aware of the published plan via the parent information boards.
- Hard copies – copies of the plan in text, will be available to take away. The copies will be formatted using colour and in dyslexic friendly font. The readability will also be checked.
- The plan can also be discussed via a meeting with the principal, SEN governor or SENCo.
- The plan can also be accessed via the school website.

Disability Equality Scheme and Accessibility Action Plan Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the academy, the curriculum and ensure equality in regards to access to information.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets.

Our Action Plan was last reviewed by Miss Zoe Villers October 2025

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Improving the Curriculum Access at Moorgate Primary Academy

Targets	Current good practice	Actions for further improvement	Outcome	Lead Person	Timeframe
To ensure that all learners make expected or better than expected progress.	Set challenging targets. Provision map targets in place.	Regular local offer updates. Regular reviews of progress and effectiveness of interventions Learning walks Books trawls Review delivery of teaching styles. Progress monitored for effectiveness. Monitor expectations of all children	Children will have access to high quality teaching. Increase in teacher confidence when supporting children.	By the end of each term.	Ongoing
Ensure children with autism are given the support they need to access the curriculum as fully as possible.	Children with diagnosis of Autism, are identified on all systems (Bromcom and Edukey)	Organise training and support for staff from the Autism Inclusion Team. Autism Inclusion Team engagement	Teachers are able to fully meet the needs and requirements of children with autism and their ability to access the curriculum.	Zoe Villers	Spring Term 2026

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	Diagnosis are uploaded on to Edukey so that all staff are aware of diagnosis.	and support for those with a diagnosis. To ensure that good practice is evidenced throughout the school.			
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Improving the Physical Environment and Access at Moorgate Primary Academy

Targets	Current good practice	Actions for further improvement	Outcome	Lead Person	Timeframe
Review the placement of furniture in classrooms both inside and outside to enable ease of navigation around the room.	SEN staff audit accessibility of school buildings and grounds. Governors The environment is adapted to the needs of pupils as required.	Staff continually check corridors and cloak rooms for clutter Staff to monitor the corridors and cloak rooms at the end of the day to ensure pupils are leaving them in the expected way.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all. Movement through the school is easy for all. Adults and pupils able to move around classrooms with ease.	Zoe Villers	Autumn 2025 Ongoing

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Ensure that all disabled people can be safely evacuated from the building.	Training for staff to ensure the safe use of the Evac Chair. Ensure staff are aware of the need to keep fire exits clear. To ensure staff are aware of all evacuation procedures and exits they need to use.	Ensure that there are personal evacuation plans for all pupils that require one. To have 'grab bags' available in all phases – to include headphones, and spare inhalers.	All pupils and staff are able to evacuate the building in a safe and calm manner in all circumstances that could be presented.	Zoe Villers	Autumn 2025 Ongoing
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Improving the Written and other information Access at Moorgate Primary Academy

Targets	Current good practice	Actions for further improvement	Outcome	Lead Person	Timeframe
To improve the delivery of information to all parents and children. To ensure parents are able to access information in all parent / teacher meetings and	Our school uses a range of communication methods to ensure information is accessible. This includes: - Large print resources	Look to offer a wider range of communication methods e.g. PECS or Makaton Ask parents with identified disability about preferred methods of communication (e.g.	Parents are able to access parents meetings and between parents and staff is successful. The school will make itself aware of the services available through the LA for converting written	Zoe Villers	Spring 2026 Ongoing

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information share by staff.	- Pictorial or symbolic representation Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.	telephone call, face to face, written message.) Staff to ensure methods of communication with parents is accessible to them Update SEND information report to include pecs. Esas guidance to have visual supports	information into alternative formats. The school will be able to provide written information in different formats when required for individual purpose		
Availability of written material in alternative languages	Use of translators for parents where required Tracking of EAL children using NASSEA guidance	The school will use information and translations provided by the EAL Team for key information for EAL families Translation Tool to be added to website to allow multi-lingual access	School information will be available for all.	Zoe Villers	End of Autumn 2026 Termly

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