

Accessibility Plan

2025/2028

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

Date of Approval:	September 2025
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**Moorside
High School**
Enriching Lives, Inspiring Ambitions

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- To reduce and eliminate barriers to access to the curriculum, to increase attendance and academic engagement for current and prospective students, with a disability.
- To reduce and eliminate barriers regarding access to the building and environment for all stakeholders in the school including students, staff, and visitors.

Our school values, Consideration, Aspiration, Resilience and Equality are at the centre of all that we do, this is particularly true for disabled stakeholders (including staff, pupils and parents). As a school we recognise our duty under the DDA/SENDA legislation:

- Not to discriminate against disabled pupils in their admissions, exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage
- To publish an Accessibility Plan
- Governors and staff will have regard to the DRC Code of Practice (2002)

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. As such we have full regard for Consilium Academies Trust's policies and procedures in relation to the rights of disabled stakeholders. We also work in close partnership with Local Authority officers and staff who work on behalf of disabled people.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including teachers, pupils, parents and Governors. This has been carried out both remotely and in person.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources (for example: Reading pens, coloured overlays, whole school use of off-white paper) - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to ensure it meets the needs of all pupils	Review Accessibility of curriculum to ensure all pupils can access.	Curriculum leaders to include information on how long- and medium-term plans have been adapted to meet the needs of disabled pupils	- Middle Leaders - SENDCO for Quality Assurance	Ongoing	All medium term plans to include details of differentiation and scaffolding.
		To ensure that Reader Pens are used widely across Key stage 4 and in Examinations.	- Booking system developed - Staff awareness campaign	SENDCO	Ongoing	Reader pens in regular use from year 9 onwards in reading heavy subjects. Records kept as evidence of Normal Way of working.
		To understand the challenges faced by disabled users of our school.	To gather the views of all stakeholders to ensure that current practice meets the needs of all users.	SENDCO	Ongoing	Views gathered and analysed. Accessibility plan will be updated with reference to the feedback.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		To improve the knowledge and understanding of all school staff related to disability rights. To improve the knowledge and understanding of all school staff related to individual disabilities, including hidden disabilities.	Ongoing programme of CPD to include (but not limited to): • Disability awareness • SEND awareness • Need specific training • Awareness Weeks	DHT	Ongoing	Training carried out in specified areas.
			Improve understanding of reasonable adjustments through the use of Inclusion Profile and Watchlist (W) code in Arbor	SENDCO	Ongoing	Audited use of the IP. Staff voice indicates use of the ANA. Watchlist to include all disable pupils.
			Seek feedback from teaching staff through the SEND Champions group.	SENDCO	Ongoing	SEND champions minutes to indicate feedback.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		To promote extra-curricular activities and increase participation for all users.	Audit participation in extra-curricular activities and identify barriers. Identification of training needs of staff related to risk assessment of trips/activities.	AHT	Ongoing	Records to demonstrate inclusion of disable pupils
All pupils and adults will be able to evacuate the building safely in an emergency.	All pupils who require a Personal Emergency Evacuation Plan have a document in place.	To improve the inclusion of parents and pupils in developing PEEPS	All PEEPs to be shared with parents and discussed with pupils on at least an Annual Basis	SENDCO	Ongoing	All PEEPs completed and agreed with parent/pupil

4. Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Academy Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy