



Moat Community College Accessibility Plan

Last updated: September 2018

This plan is intended to complement and support our ethos statement –see below:

We believe that our college provides a caring and supportive environment for our students. We treat all our students as individuals and plan carefully to support them to achieve their potential academically and in all other areas.

We aim to create and take advantage of all opportunities, including those that develop students intellectually, physically, morally, spiritually and socially. This includes providing an excellent and inclusive academic education, enabling all students to develop their abilities as fully as possible.

We seek to develop curriculum and an environment, which will develop our students' love of learning and excitement about their future potential.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and gives access to a broad and balanced curriculum for all students, irrespective of special need or disability.

In order to allow us to do this

The accessibility plan is an integral part of Moat’s disability policy, both of which address the statutory requirements of the Equality Act 2010.

It addresses the three main requirements that a school should provide for disabled users;

1. Access to the building
2. Access to the curriculum/ex-curricular activities/employment
3. Access to social relationships with peers.

| | Targets | Tasks |
|---------------------------------------|-------------------------------|--|
| A Access to building | facilities for disabled users | The building has a wide range of features making it accessible to disabled users including: a lift (not a fire lift), Disabled toilets located around the site, colour contrast nosings on the stairs, Yellow banister coverings on the stair handrails in the retained estate, a Hearing Loop at the Reception, Refuge points located in stairways on the first floor & second floor levels, corridor doors held open via magnetic hold openers (linked into the fire alarm system) for ease of movement around the site. |

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|---|--|--|
| B Access to curriculum/ex curricular activities/employment | <p>Medical needs</p> <p>Curriculum</p> | <p>At Moat the curriculum is designed to allow all students to be successful regardless of any medical needs. This includes facilities for diabetic students at break and lunch, appropriate passes for students with toilet or anxiety based needs.</p> <p>The curriculum is planned to include tolerance, understanding and empathy towards the needs of people who may need support whether through physical or learning needs.</p> <p>The curriculum includes qualifications such as functional skills English, Maths and ICT, Vcerts, ASDAN to help everyone succeed regardless of their level. The curriculum is also flexible enough to allow interventions to be put in place to help support students.</p> <p>There is regular training regarding the support of students with SEN. Who are valued highly within the schools ethos.</p> |
| C Access to social experiences | <p>Breaks and lunch times</p> <p>Trips</p> <p>In class</p> | <p>At breaks and lunch times there are designated rooms available where students with SEN or EAL needs can meet. These provide safe environments for them to socially interact and opportunities for them to complete homework with support if needed.</p> <p>Students with any medical/SEND/EAL needs are never excluded from school trips based on their needs. The school will always do everything in its power to ensure all students can attend and to support them to make the most of the experiences available to them.</p> <p>In class students are encouraged, when appropriate, to support fellow students and to interact in order to achieve the best they can.</p> |

The school uses the 2010 Equality Act definition

“ A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

