



ACCESSIBILITY PLAN

2025-2027

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Policy statement on equality and diversity

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.



Accessibility Plan

The Mosslands School is a secondary school in Wallasey Village, Wirral, England, which has about 1,200 pupils and one hundred staff.

The school was opened on 27 October 1956 by glass mogul Sir Harry Pilkington as a Secondary Technical School for Boys with around 500 pupils and twenty staff.

The site has since moved from two sites to one larger site. The former lower school annexe for years 7 and 8 was demolished, and the upper school site (years 9, 10 and 11) expanded to accommodate pupils from all years. The site contains science laboratories, art studios, music suites, computer rooms and a library.

Extensions provided rooms for humanities and improvements to Languages, Maths and English. In 2004, the school became a specialist Technology College.

Pupils are of all ability ranges, with over 234 having special educational needs, The Mosslands School aims to provide a curriculum accessible to all its pupils, differentiated to meet individual needs and abilities and free from discrimination on any ground. This plan aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing

Aims and Objectives

- To ensure that all pupils have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for disabled pupils without disadvantaging the education of other pupils in the school.
- To ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips.
- To continue to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person.
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training on offer.
- By providing written information for pupils with disabilities in a form which is user friendly.
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Mosslands school community for pupils and prospective pupils who have a disability

In performing their duties and formulating Policies Governors and Staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002. The Mosslands School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their



child to carry out some activities commonly and readily carried out by other children of the same age. The Mosslands School also recognises and respects the right to confidentiality for parents and children. The School provides all pupils with a broad and challenging curriculum, differentiated and adjusted in accordance with the needs of individual pupils and their own learning styles. The key principles are:

- That teaching will set learning challenges that are suitable and demanding
- That teaching will respond to the learning needs of those being taught
- That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, pupils and also parents where necessary.

Disability Discrimination Act

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

- the definition of disability is less restrictive
- direct discrimination can no longer be defended as justified
- failure to make a reasonable adjustment can no longer be defended as justified;

From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

Member of staff responsible: Nicola Treanor and Gareth Evans

Mosslands School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is as below

Someone with a physical or mental impairment

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

At Mosslands School we will:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)



The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

Scope of the Plan

This plan covers all three main strands of the planning duty:

Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

Currently at Mosslands School all pupils can access the curriculum regardless of disability. Parts of the school are purpose built buildings which have taken into account the need for access to all.

Mosslands School works closely with NHS Occupational Therapists and Physiotherapists in order to maintain a fully accessible environment that adjusts to the needs of its community.

Each year the SEND team complete a pupil audit of the accessibility of the school, by supporting key pupils to complete the audit document. Each year suggestions are put forward to the School Governors to request any adaptations. Some of which are short term, affordable adaptations, to medium term more complex adaptations, to long term adaptations that require more financial and structural considerations. The school is committed to providing a fully accessible environment to all.

The school currently has accessible routes that enable full access to all aspects of the school. This includes ramps, stair lifts, elevator, disabled toilets and a medical facility- housing a Closomatte Toilet, shower facility, adjustable height bed, hoists and foot stools and slide boards as required. We are currently purchasing appropriate equipment to allow identified pupils access to different levels as we have 1 stair lift (Stanna) which is often out of action, and cost the school an enormous amount of money for every time we call the engineers out to repair them.

We only currently have 2 Closomatte toilets installed in school, which sometimes limits the accessibility for one particular pupil, as the pupil is required to be near to these facilities at all times.

The school has a variety of physical aids that improve accessibility including iPads/ tablets, kindles and computer reader software. We work closely with Vision Support Services and Hearing support services along with Occupational Therapy, Physiotherapy and Speech and Language Therapy services.

The PE department houses an array of accessible equipment including sports wheelchairs, large selection of balls for the visually impaired to improve access to ball sports. Physically disabled pupils take part in both regional and national disability sports events as part of their sports curriculum.

For learning needs the school has specialist pens, sloping boards, specialist keyboards, Food Technology adapted pieces of equipment, specialist seating in science and technology as required.

The provision of any specialist equipment at Mosslands School is assessed on an individual needs basis.

Increase the extent to which disabled pupils can participate in schools' curriculums.

The curriculum is carefully designed to meet the needs of all learners and all pupils access a broad and varied curriculum. All pupils can access learning at Mosslands School.

Pupils with individual needs, whether it be related to special educational needs, disability or health needs, are listed in the SEND and Health Needs List in the shared area of the network. Staff can access information regarding the individual needs of the pupils in order to be able to plan lessons and provisions to enable full access to all information and activities within the curriculum.

Individuals with Educational Health and Care Plans (EHCP), or Additional Support Plans (ASP), also have a one page profile called a Student Passport. This outlines clearly what information the pupil wants staff to know about them and what support they feel will help them. This is written by the pupil with the guidance of a key member of staff for that pupil.



The Student Passport is shared with all staff that teach the pupil or support him in any way in school. Other key pupils without the specific plans (EHCP's or ASP's) can also have a Student Passport if the SENDCO feels that this would be beneficial in order to ensure that the specific needs of the pupil will be met more effectively through this medium.

Teaching Assistants are funded in school and are timetabled to meet the needs of those key individuals. The methods of support at Mosslands School are delivered with the main aim of increasing independence for all pupils and not to maintain their dependence on an adult in order to progress. For this reason, other pupils invariably benefit from access to the TA's in lessons where a funded pupil is placed.

Pupils with high needs of a SEND nature tend to be taught in smaller groups, with a higher teacher to pupil ratio. Lessons for these groups tend to be highly differentiated in order to meet the specific needs of the groups through the schools provision mapping processes.

Pupils with identified needs have the appropriate Personal Emergency Evacuation Plan that enables safe and secure evacuation in case of a fire. A Personal Emergency Evacuation Plan is an individual escape plan for anyone who may not be able to quickly reach a place of safety unaided in the event of an emergency. Our Personal Emergency Evacuation Plan (PEEP) form contains the necessary fields to provide schools with the details of the child/young person's needs in the event of an evacuation. For example, if the pupil suffered from hearing difficulties and couldn't hear the fire alarm, or follow instructions easily, this would need to be addressed on their PEEP with a solution to follow.

The PEEP will specify what type of assistance is agreed and how it is to be maintained to ensure the child's continued safety and should include assistance required from the point of raising the alarm to exiting the building. The schools PEEP is reviewed at least on an annual basis and when a significant change in circumstances of the building or pupil is identified.

Improving the delivery of information to pupils with disabilities

Any pupils requiring additional support are clearly identified on entry to Mosslands School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some pupils are allocated additional support in morning registration where pupils may need extra support to be organised for their day and monitored on a daily basis by support staff. The House office teams and the SEND department work well with parents of pupils with complex needs to ensure effective communication with parents as well as children. Children with very specific needs are invited to complete a Student Passport which is a one page document that shows what is important to the child about what teachers know about them, and how staff in school can help them to succeed.

Pupils with vision impairments in school have access to the LA Vision Support service, who utilise an office in school full time. They have work modified to their specific requirements and documents and books are provided in formats that are accessible to them. Mosslands have provided a variety of devices that enable access to all information such as kindles, tablets or ipads. This has enabled pupils to access the information being displayed on the interactive white board, live on their tablet at their desk using an app called Air Display.

Mosslands School has purchased a computer reader software as a whole school licence which can be added as a toolbar to any networked computer in school. This provides a facility where anything on screen can be read to the individual, into their headphones, including their own work as they type, or after they have finished. This enables pupils to check their work and access all information on screen regardless of any disability that would usually inhibit their access to the written word. Any pupils entitled to a reader due to reading difficulties, can now access all information and exams/ tests independently..

Our Vision

Our vision is to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised, high expectations are fulfilled, and personal achievements



celebrated. For example, we believe that every child has the right to be happy, healthy, safe and successful, loved, valued and respected, and to have high aspirations for their future. Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

Our duty around Accessibility for Disabled Pupils

Our accessibility plan focuses on the following areas for implementation:--

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils

Our plan also includes the resource implications of implementing the Plan.

Our approach includes the following:-

Access, audit and review (ie the nature of the schools' population, context, future student numbers, staff training needs, impact of anti-bullying strategies, timetabling, trips, medicines, clubs, outcomes for SEND in external exams, views of parents, students, voluntary sector, symbols, signage, font size etc);

- identify actions;
- set goals and targets;
- consult on the proposed plan;
- publicize the plan;
- implementation; and
- evaluate the effectiveness of the Plan.

Discrimination Claims

Claims for discrimination on the grounds of disability against our school must be heard by the First Tier Tribunal (SENDIST) in England. Such claims of discrimination or harassment which would be brought by a parent of a student against our school, would be brought to the Tribunal by the parent. This must be brought within six months of the act to which the claim relates. Any remedy will not include compensation.

Monitoring & Evaluation

The named person in our school who is responsible for this plan is the Nicola Treanor/Gareth Evans. The Headteacher is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all. It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation



- Parents' involvement in the life of the school (representation on Parent Council, attendance at parents' evenings, school productions etc.

Related Policies, Guidelines, Templates and Forms

- Special Educational Needs;
- Equality & Diversity;
- Safeguarding Children including Child Protection
- Health & Safety
- Fire Evacuation Policy
- Premises Management.

Action Plan

The following actions have been identified through an audit of Mosslands School Accessibility, undertaken by a combination of staff surveys and Disabled pupils. Most of these action points are carried forward from last year's plan as they have not been actioned yet.

Aim	Strategies/Good Practice	By whom?	By when?	Success criteria
Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: ▪ 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 include examples of people with disabilities ▪ 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 make sure it meets the needs of all pupils	All staff	Ongoing request	All pupils having the appropriate access to their education without any barriers to learning.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ▪ Ramps ▪ Elevators ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets and changing facilities ▪ Library shelves at wheelchair accessible height	SLT, Premises staff, SENDCO	Ongoing request	All pupils having the appropriate access to their education without any barriers to learning.



Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ▪ Internal signage ▪ Large print resources ▪ Braille ▪ Induction loops ▪ Pictorial or symbolic representations ▪ School website ▪ School prospectus	IT staff, Premises staff, SLT, SEND staff	Ongoing request	All pupils having the appropriate access to their education without any barriers to learning.
To ensure that the 'kept left system' in the corridors is enforced enabling safe passage of wheelchair users.	For all staff to be vigilant at reminding pupils to keep to the left at all times in the corridors. For all pupils to be reminded of the importance of this during assemblies.	SLT, all staff	Ongoing request	Ongoing but needs highlighting to all staff from SLT and Pastoral Teams.
To ensure that all practical subject areas have sufficient tables at the correct height to cater for wheelchair users.	OT's to complete an audit of current equipment against needs for the current pupils. SENDCO to gather opinions of the wheelchair users and mobility pupils to ensure their needs are met.	SENDCO, HOD with key subject areas and OTs	Ongoing request	Ongoing but needs highlighting to all staff from SLT and Pastoral Teams.
To ensure that the reception area is accessible to all.	Provide a low height section of the Reception desk for Wheelchair users to be able to access for signing in etc.	Review premises Team/ Office staff	Ongoing request	Adaptations to reception desk and signing in procedures
To have Automatic doors installed in school to replace heavy Fire doors <i>Ongoing concern from previous plan</i>	To seek quotes and grants available to be able to install automatic doors for the entry of the building and also to replace heavy doors around school that are fitted with springs to keep them closed.	Premises Team/ SLT/ Governors	Summer 2024	Appropriate changes within school to replace all doors in line with health and safety requirements.
To replace the stair lifts in the school hall canteen access corridor- with an accessible ramp (some areas are only accessible	To purchase appropriate equipment	Premises Team/ SENDCO/ SLT/ Governors	Achieved January 2020	



currently by going outside- due to failing stair lifts)				
To improve communication for pupils and families with English as an additional Language	Our school uses a range of communication methods, our aim is to make sure information is accessible and easy to understand for our pupils and families. This includes: ▪ Internal signage ▪ Letters from school with the ability able to translate into appropriate language ▪ School website – Goggle Translate ▪ MEAS to provide support as needed when working with families and signing posting as required externally.	SENDCO and SLT	Ongoing	All pupils having the appropriate access to their education and families having the appropriate access to school information.

