

William Murdoch Primary School



Accessibility Plan 2020 - 2023

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Purpose of the Plan

The purpose of this plan is to show how William Murdoch Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. William Murdoch Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility.

Contextual Information

The school's main building is a two-storey building. The ICT and KS2 staffroom are both located on the upper floor. There are toilets for both adults and children on both floors.

There are also two separate buildings: Reception Area and the Training Hut. The Reception building has its own facilities for toilets for both children and adults. The Training Hut, which is located on the Upper School playground, also has toilet facilities. There are children who require a wheelchair for longer distances but there are no children who are wheelchair dependent for moving around the school building.

The school has a 2 disabled toilet located on the ground floor. One is by the Year 1 classroom and the other is in the Nursery area.

The school has 2 designated medical rooms. Both are located on the ground floor. First aid boxes are also kept in all learning rooms.

An Evac chair is located on the first floor in the event of an emergency and fire marshals have received training on how to operate it.

At William Murdoch Primary School there is an allocated disabled parking space in the school's car park.

The Current Range of Disabilities within William Murdoch Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Hearing Impairment, Visual Impairment and Complex medical conditions. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school, pupils and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and an Emergency Asthma Inhaler Kit is kept centrally in the school's reception area.

For children severe allergies or food intolerances the pupil will wear a lanyard describing their allergy during lunchtime. Members of staff can check for pupil severe allergies or food intolerances on Arbor or the medical folder on the staff drive.

For these children alert cards are displayed in the staffroom, office areas and individual classrooms for each child. There are also children who have allergies which require Epi-Pen administration as part of their medical treatment. All teaching staff have also received Epi-Pen administration training.

For children and adults with serious medical conditions alert cards are displayed in the child's classroom. Members of staff can check for pupil medical conditions Arbor or the medical folder on the staff drive.

We have competent First Aiders who hold current First Aid certificates and all other staff receive basic first aid training.

The school also has a defibrillator which is kept in the school's reception area. Although legally no training is required to use a defibrillator training, staff in school have.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication.

ACCESS TO THE CURRICULUM				
Targets	Strategies	Success Criteria	Time Scale	Responsibility
Access to text	Teaching staff will use Widget software to provide symbols and visual representation of new vocabulary	Widget software word banks to be displayed on working walls as well as used to help children in lessons	December 2020	Class teachers SENCo to monitor
	Enlarged print for pupils that require it	Special requirements of enlarged print will be requested for National Assessments	As and when needed	SENCo and Assessment Coordinator
	Audit books in the school library to ensure they meet the needs of children with visual impairment.	Books to be ordered which will have a larger font size	As and when needed	Library Coordinator

Dyslexia friendly environment	New teachers to be shown how to change the background on Active Inspire software	All teachers to have dyslexia friendly backgrounds. This will be monitored during lesson observations and learning walks.	December 2020	SENCo
	Dyslexia friendly exercise books	Where tendencies of dyslexia are present dyslexia friendly exercise books will be available for children and used if they help	December 2020	SENCo Learning Mentor
	Dyslexia friendly reading guides	Children who have dyslexic tendencies will have coloured reading guides	July 2020	SENCo
	Dyslexia Screening	Where children have displayed dyslexic tendencies SENCO to screen them using an assessment scheme	January 2021	SENCO
Use of specialist equipment	Order specialist equipment such as writing slopes	Children who require specialise equipment will have access to it for all subjects and in all classrooms used by the child	As and when needed	SENCo
Staff Training and CPD	Audit of CPD needs of staff	CPD needs to be audited and appropriate training courses to be sourced	Audit – September 2021 Training Courses as and when needed	SENCo
	Autism Training from Communication and Autism Team (Access to Education) for SENCO – Tier 3	Strategies in places to support the teaching and learning of pupils with Autism	December 2021	SENCo
	Training on using the PECs approach	Support staff working with children who require a picture exchange support programme	December 2021	SENCo

EAL Programme of work	Intervention timetabled for pupils on the EAL database	Provision Map to show number of hours of support each EAL pupils receives	September 2021	EAL Co-ordinator
SEN Support	New SEN support plans which identify provision alongside outcomes	Provision identified will be evident in lessons and will be monitored through learning walks. Review of provision will measure the success	January 2021	SENCo and Class Teachers
	Assessment of SEN pupils using specific assessment schemes	Pupils will be screened using SEN specific assessment schemes which will identify a specific need. Intervention will then be sought accordingly.	July 2021	SENCO
	Accessible knowledge organisers for History, Geography and Art	SEN knowledge organisers for all units of history, geography and art units from year 1 – 6. Knowledge organisers to be sent home as part of the homework.	July 2021	SENCO
	Accessible Spelling Bee	Spelling Bees to be created for SEN pupils. Spelling Bees will use symbol and pictures.	November 2020	SENCO

ACCESS TO THE PHYSICAL ENVIRONMENT				
Targets	Strategies	Success Criteria	Time Scale	Responsibility
Legal car parking	The school's car park will be remarked in line with legal requirements	All bays in the school car park will be compliant to legal requirements	July 2022	Head Teacher and School's Business Manager
Specialist furniture for child with physical need	Meet with Physical Disability Support Service to establish needs and sought suitable furniture	Child able to sit comfortably in all lessons	As and when needed	SENCO
	Access to ICT suite to be suitable for children with physical disabilities	Children to be able to physical sit at a computer in the ICT suite. Suitable chairs will be used	As and when needed	SENCO
Yellow Markings	Yellow Marking will be painted where there is a change of gradient or surface.	Visual Impairment Teams audit will show that the change of gradient and surface has been clearly marked in yellow	April 2022	SENCO Site Managers
Wheelchair access	Wheelchair access to all entry and exit points in school	Ramps created where needed.	September 2023	SENCO and Site Managers

ACCESS TO THE WRITTEN INFORMATION				
Targets	Strategies	Success Criteria	Time Scale	Responsibility
Website Accessibility	To have a translation option available on the school's website.	School's website will have a translation option	September 2021	School's clerical Assistant ICT Coordinator
	To have an audio option available on the school's website	School's website will have an audio option	September 2021	School's clerical Assistant ICT Coordinator

Parental Communication	Audit the need of parents/carers and conduct a feasibility study	Needs of parents will be audited and future accessibility plan will be written in accordance to this	September 2023	SENCo Head Teacher
	Class Dojo to be used to celebrate work and communicate with parent	Class Dojo to be updated regularly	July 2021	Class Teachers
	An information desk will be set-up at parents' evening signposting parents to advice and support services	Audit of how many leaflets and information sheets have been taken by parents	Every parents' evening	Lead DSL