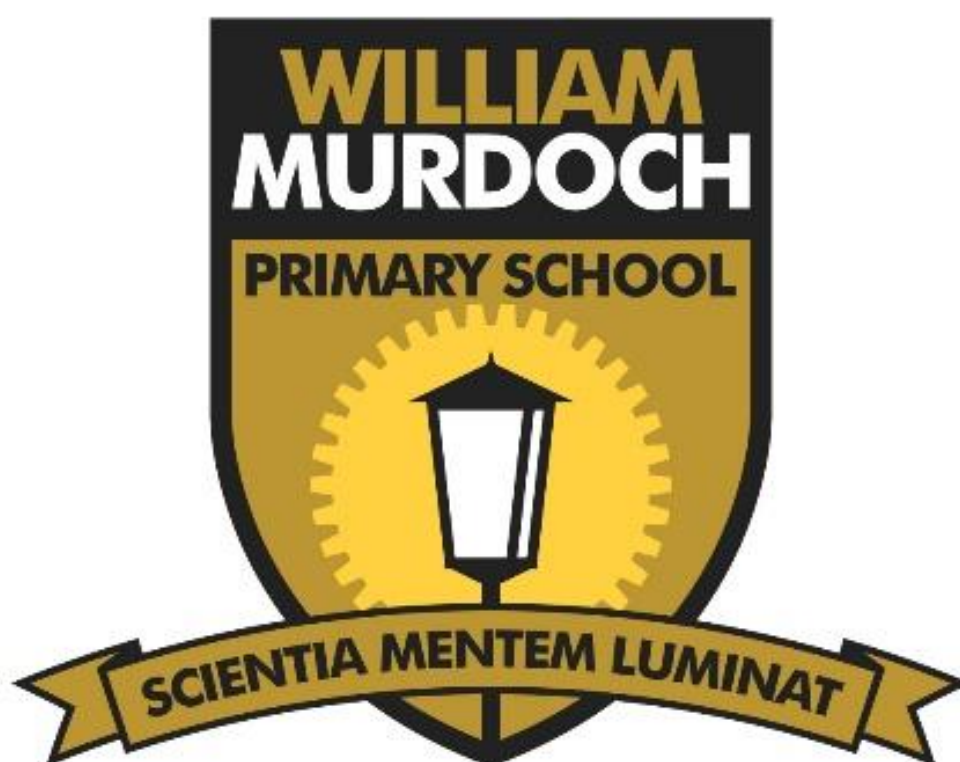


William Murdoch Primary School

Accessibility Plan



Approved by:	Daniel Taylor	Date: 7 February 2024
Last reviewed:		
Next review due by:	February 2027	

Statement of Intent

This plan outlines how William Murdoch Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Pupils and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. Contextual Information

The school's main building is a two-storey building. The ICT Suite and Key Stage 2 staffroom are both located on the upper floor. There are toilets for both adults and pupils on both floors.

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

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

The school has 1 designated medical room which is 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 appropriate training on how to operate it.

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

4. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Access to the Curriculum

Targets (Current good practice)	Strategies	Success Criteria	Time Scale	Responsibility
Access to text	New 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 pupils in lessons	As and when needed	Class teachers SENDCo to monitor
	Enlarged print for pupils that require it	Special requirements of enlarged print will be requested for National Assessments	As and when needed	SENDCo Assessment Coordinator
	The Office Lens app will be downloaded onto ipads provided to pupils with visual impairment.	Text book font will be enlarged to a larger size.	As and when needed	ICT Technician Class teachers SENDCo to monitor
	The RNIB app (www.rnibbookshare.org) will be downloaded on to ipads provided to pupils with visual impairment.	Pupils will be able to ask for books which will have a larger font size.	As and when needed.	ICT Technician Class teachers SENDCo to monitor
	Provide a reading pen for both English and Foundation based texts	Where tendencies of dyslexia are present, a reading pen will support independent reading and understanding.	July 2024	SENDCo
	Develop use of Assistive technology	Pupils who are dyslexic to use voice recording apps and touch typing to record work	July 2024	SENDCo
	Dyslexia friendly reading guides	Pupils who have dyslexic tendencies will have coloured reading guides	July 2024	SENDCo
	Dyslexia Screening	Where pupils display dyslexic tendencies SENDCO to consult with PSS to confirm difficulties	As and when needed	SENDCo

Use of specialist equipment	Order specialist equipment such as writing slopes	Pupils who require specialise equipment will have access to it for all subjects and in all classrooms used by the child	As and when needed	SENDCo
Staff Training and CPD	Audit of CPD needs of staff	CPD needs to be audited and appropriate training courses to be sourced	Audit – Spring 2024 Training Courses as and when needed	SENDCo
	Scaffolding strategies to be implemented for pupils (Walkthrus)	Scaffolding strategies will be evident in lessons and will be monitored through learning walks. Review of provision will measure the success	July 2024	SENDCo
	Implementation of Autism Tier 1 & 2 Training from Communication and Autism Team (Access to Education)	Strategies in places to support the teaching and learning of pupils with Autism and will be monitored during learning walks	July 2024	SENDCo
	Training on using the PECs approach	Support staff working with pupils who require a picture exchange support programme	July 2024	SENDCo
	Training on Joint Attention and Intensive Interaction	Support staff working with pupils with Autism who require support to sustain attention for longer periods of time	July 2024	SENDCo
	Training on using the SCERTs approach	Support staff working with pupils with Autism who require social communication and emotional regulation support	July 2024	SENDCo

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	Termly	SENDCo Class Teachers
	Accessible knowledge organisers for History, Geography, Art and RE	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.	Termly	SENDCo
	Precision Teach	Precision teach interventions to take place for SEN pupils to support the reading and writing of common exception words	Half-termly	TAs SENDCo

Access to the Physical Environment

Targets	Strategies	Success Criteria	Time Scale	Responsibility
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	SENDCo
	Access to ICT suite to be suitable for pupils with physical disabilities	Pupils to be able to physically sit at a computer in the ICT suite. Suitable chairs will be used	As and when needed	SENDCo
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	December 2024	SENDCo Site Managers
Wheelchair access	Wheelchair access to all entry and exit points in school	Ramps created where needed	December 2024	SENDCo Site Managers

Access to the Physical Environment

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	April 2024	School Office ICT Coordinator
	To have an audio option available on the school's website	School's website will have an audio option	April 2024	School Office ICT Coordinator
	Class Dojo to be used to celebrate work and communicate with parent	Class Dojo to be updated regularly	Ongoing	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 SENDCO

Monitoring and Review

This plan will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENDCo. The next scheduled review date for this plan is September 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Equality impact assessments will be undertaken as and when school policies are reviewed.