



# MURDISHAW WEST COMMUNITY PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN 2022-2025

Autumn 2022

Policy Title	Accessibility Policy and Plan
School/HBC	School
This policy complies with Halton LA guidance	Yes
Linked policies & documents	<ul style="list-style-type: none"> <li>Safeguarding &amp; Child Protection Policy</li> <li>Equality &amp; Diversity Policy</li> <li>Teaching &amp; Learning Policy</li> <li>Behaviour Policy</li> <li>Assessment, Recording &amp; Reporting Policy</li> <li>Special Educational Needs Policy</li> </ul>
Written by	E.SWIFT
Staff Approval Date	October 2022
Committee Approval Date	November 2022
FGB Ratification Date	November 2022
Signed by Chair of Governors	J.Stockton
Date	
Review Date	September 2025 or sooner if required

## **INTENT**

Murdishaw West Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school. Our primary aim is to integrate disabled pupils into the academic and social life of the school so that they feel enabled and empowered to work to their full potential.

## **IMPLEMENTATION**

The Accessibility Policy addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

According to the SEND Code of Practice 2014, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools (this will include students with medical needs).

## **AIMS OF THE SCHOOL**

- To increase access for disabled pupils to the curriculum
- To improve access to the school's physical environment
- To improve written information for disabled pupils
- To not treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage

At Murdishaw West we consider the requirements of current and future disabled pupils. This means that we make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability. In deciding whether a step is reasonable, we will take into account the needs to maintain:

- academic standards
- available resources
- the practicalities of making particular adjustments
- the health and safety of the disabled pupil and others and the interest of others

## **IMPACT**

The Accessibility Policy will read in conjunction with the following other policies, strategies and documents:

- Behaviour Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy
- School Improvement Plan

At Murdishaw West Primary School, we will ensure that all pupils have access to a broad and balanced curriculum and teachers have up to date training to ensure

quality first teaching (QFT) can take place in the classroom. We will also ensure that disabled pupils will be fully integrated into the academic and social life of the school.

The Accessibility Plan detailed below will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary and increase the extent to which disabled pupils can take advantage of education and associated services. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with include letters home, handouts in class and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

<b>Area 1: Accessing the Curriculum</b>					
<b>Timescale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>People involved/ Responsibility</b>	<b>Actions and Reviews</b>
<b>Short term</b> Completion - December 2022	To improve speech and language abilities across the school.	Use WellComm to assess children's current speech and language.	For speech and language abilities to be age appropriate for an increased percentage of pupils to enable access to their year group's curriculum objectives.	All staff members	
<b>Medium term</b> Completion - July 2023	To ensure that children with a disability transition effectively.	Meet with all feeder schools and discuss children who are transitioning with their transition lead and the Year 6 class teacher.  Class teachers will meet with previous class teachers and discuss relevant children.	All children with a disability will have access to an appropriate, bespoke transition program to enable them to access the curriculum in their next year group.	ES, MM, VE	

<p><b>Long term</b> Completion - August 2024</p>	<p>To help pupils to overcome anxiety and poor mental health as a barrier to accessing the curriculum.</p>	<p>Staff will be given a range of strategies to use within their classrooms to support their cohort's mental health.</p>	<p>For pupils to use the strategies that they have learned to aid and support their own anxiety and mental health so that it does not act as a barrier to their learning.</p>	<p>All staff members.</p>	
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<b>Area 2: Physical Environment</b>					
<b>Timescale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>People involved/ Responsibility</b>	<b>Actions and Reviews</b>
<b>Short term</b> Completion - September 2022	To ensure that all learning environments are safe and accessible for the current cohort.	Classrooms to be uncluttered and well organized, doorways, exits and corridors to be kept clear. Children's visual and auditory needs to be taken into account when organising seating plans.	All pupils with a disability can access their new learning environment.	All staff members.	
<b>Medium term</b> Completion - September 2023	To provide pupils with a safe space for times of high anxiety.	Possible re-introduction of more nurture-based interventions and ELSA interventions and implementation of relevant training; improve layout and use of SENCO and/or Deputy Head's rooms and yellow area for interventions.	All pupils understand that they have a safe space to access during times of high anxiety to balance their emotions so that they can return to class.	ES, VE	

<p><b>Long term</b> Completion - August 2024</p>	<p>The school is aware of the access needs of pupils, staff, governors, parents/carers and visitors with disabilities.</p>	<p>To create access plans for individual disabled pupils as part of the Support Plan process (when required).</p> <p>All staff are aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>To continuously develop the school grounds to suit the evolving needs of visitors and cohort.</p>	<p>ES, VE</p>	
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<b>Area 3: Access to Information</b>					
<b>Timescale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>People involved/ Responsibility</b>	<b>Actions and Reviews</b>
<b>Short term</b> Completion - September 2022	To ensure that all displays are accessible to all children.	All display lettering is visible to all children in the class.  Displays in the corridors are clear and uncluttered.	All pupils are able to use age-appropriate displays and signage to support their access to the building and curriculum.	All staff members	
<b>Medium term</b> Completion - January 2023	To enable all parents to access school communications with ease.	Seesaw and School Comms set up for all parents.  Parents asked to complete a short survey stating which line of communication suits them best.	Parents with specific needs will have access to appropriate lines of communication which are tailored to their needs.	All staff members	
<b>Long term</b> Completion - August 2024	To promote continuity across key stages by following a whole school approach to displays.	All displays have clear themes throughout the schools.  Displays are visible throughout the school.	Children will be able to see clear links between current and future learning environments.	All staff members	