

# Murray Park School Accessibility Plan

October 2021

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

## Key Principles:

- Compliance with the Equality Act (2010) is consistent with the school's aims and Equal Opportunities policy, and the operation of the school's Inclusion Policy.

## The school recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils or any person who falls under the protected characteristics in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Aims: The School's Accessibility Plan will contain relevant actions to:

## 1. Physical Environment

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

## 2. The Curriculum

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 are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school 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.

## 3. Provision of information

Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available when required or on request in various preferred formats and within a reasonable time frame.

### Linked Policies

This Plan will contribute to the review and revision of related school policies where and when necessary, e.g.

- Teaching & Learning
- SEN policy
- Equalities
- Curriculum policies

- Health & Safety
- Behaviour
- Admissions
- Exams Policy

**The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.**

Objective	Task	Timeframe	Responsibility	Monitor
Continue to improve effective support tools for dyslexic students	Ensure appropriate provision is in place for students including coloured overlays, reading age-appropriate texts, assistive technologies	termly	SENDCO	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• PCP reviews</li> <li>• Parental contact</li> <li>• Report to Governors</li> <li>• Head teacher to line manage</li> </ul>
Make reasonable adaptations to the school environment including alternative provision and HUB/Nurture provision in order to accommodate the needs of students	Ensure meetings are held with all stakeholders when making an adaptation to the environment and curriculum with a clear plan in place to reintegrate where appropriate	Fortnightly reviews	AHT Curriculum AHT Safeguarding and AP SENDCO AHT T&L AHT KS3 and KS4	<ul style="list-style-type: none"> <li>• Fortnightly reviews</li> <li>• Reintegration plans</li> <li>• Parental and pupil voice</li> <li>•</li> </ul>
Support and training for teaching staff on making reasonable adaptations to the curriculum and lessons	Sharing of good practice between staff. Training sessions and Teach Meets	Termly	SENDCO and Assistant Head for Teaching and Learning	<ul style="list-style-type: none"> <li>• Regular QA</li> <li>• Pupil Voice</li> <li>• Liaise with Assistant HT for T&amp;L</li> </ul>
Ensure staff are aware of their responsibilities in line with the SEND Code of Practice 2014	INSET training, New staff training	6 monthly updates	SENDCO	<ul style="list-style-type: none"> <li>• Teacher surveys</li> </ul>

To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of staff. Updates and rolling programme of training for all staff	Termly	SENDCO, ASD champions, Educational Psychologist	<ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• QA process</li> <li>• Staff surveys</li> <li>• Pupil voice</li> </ul>
To continue to provision map to meet individual needs within each cohort	SENDCO to provision map and adjust TA support to meet individual/ group needs	Termly reviews	SENDCO, parents, pupils, relevant outside agencies	<ul style="list-style-type: none"> <li>• PCP reviews</li> <li>• Report to Governors</li> </ul>
To improve accessibility for VI pupils	SENDCO to work with VI Team to identify and provide relevant VI tools and assistive technology Source a range of learning materials and reading books in enlarged print and on appropriately tinted paper.	Termly reviews	SENDCO Visual Impairment Team	<ul style="list-style-type: none"> <li>• Liaise wit IT</li> <li>• Liaise with VI Team</li> <li>• Report to Governors</li> </ul>
To support reading & writing for pupils with specific learning difficulties	Personalised provision and intervention including precision teaching and Read It Write It	Termly Reviews	SENDCO and Learning support Team Educational Psychologist, HOD English	<ul style="list-style-type: none"> <li>• Data collection and monitoring of progress</li> <li>• Report data to Head and Governors</li> </ul>
To ensure that staff are trained to support pupils with emotional needs.	Designated Senior Lead for Mental Health in place including whole school action plan. Staff training on INSET, resources shared with staff	Termly reviews	DSL-MH	<ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Pupil voice</li> <li>• Parent voice</li> </ul>
Improve access for SEND pupils who may experience difficulty moving around the school.	Ensure care and Personal Emergency Evacuation plan (PEEPs) are in place to support children with mobility difficulties or any impairment	Termly	SENDCO and Site manager	<ul style="list-style-type: none"> <li>• SEND reviews</li> <li>• Full evacuation practises meet timed requirements for all pupils exiting the building.</li> </ul>
Make information for parents and visitors in alternative formats when requested.	School to explore ways for converting written information into alternative formats including Google Translate and braille either online or paper copies.	6 monthly review	SENDCO and SLT	<ul style="list-style-type: none"> <li>• Report to Head teacher through line management</li> </ul>
Review documentations with a view of ensuring accessibility for pupils with visual impairments	Seek advice from the Visual Impairment team for specific pupils. Use of a consistent font in at least a font size 12 for documents for access for pupils. Ensure font is large enough on the IWB.	Termly reviews	SENDCO, HODS, Learning support team	<ul style="list-style-type: none"> <li>• Report to Head Teacher through line management</li> </ul>

Ensure text messaging service is used effectively to inform and engage parents	Regular use of text messaging to get up to date and relevant information to parents.	Yearly review	SLT and Admin team	<ul style="list-style-type: none"><li>• Report to governors</li></ul>
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