



MURDISHAW WEST COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN 2025-2028

Autumn 2025

Policy Title	Accessibility Policy and Plan
School/HBC	School
This policy complies with Halton LA guidance	Yes
Linked policies & documents	• Safeguarding & Child Protection Policy • Equality & Diversity Policy • Teaching & Learning Policy • Behaviour Policy • Assessment, Recording & Reporting Policy • Special Educational Needs Policy
Written by	C.Sarsfield
Staff Approval Date	October 2025
Committee Approval Date	-
FGB Ratification Date	November 2025
Signed by Chair of Governors	D.Cox
Date	
Review Date	Autumn 2028 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.

Area 1: Accessing the Curriculum

Objective	Actions to be taken	Success Criteria	People involved/ Responsibility	Actions and Reviews
To ensure that children with a disability transition effectively	- Develop and maintain strong communication channels with feeder preschools - Develop and maintain strong communication channels with receiving high schools to share relevant pupil information. - Conduct transition meetings involving parents, SENDCo, Thrive Practitioner, and relevant staff for pupils with disabilities. - Create personalised transition plans including visits, social stories, and familiarisation activities. - Train staff on supporting transitions for disabled pupils.	- All pupils with disabilities have documented transition plans. - Positive feedback from parents and pupils on transition experience. - Reduced anxiety and improved readiness for new settings as measured through Thrive assessments and pupil/parent surveys. - Smooth handover of support arrangements between settings.	All staff members SENDCo Thrive Practitioner	

To improve speech and language across the school.	- Continue use of WellComm assessments at entry and throughout key stages to identify needs. - Deliver targeted WellComm intervention groups for pupils identified with speech and language delay. - Work closely with speech and language therapists for advice and referrals. - Provide staff training on speech and language strategies and embedding language development in lessons. - Engage parents through workshops and home support materials.	- Increased percentage of pupils meeting age-appropriate speech and language milestones. - Evidence of targeted interventions delivered consistently and effectively. - Positive feedback from staff and parents on support provision. - Improved pupil confidence and communication skills observed in classrooms and social settings.	All staff members SENDCo	
To help pupils overcome anxiety and poor mental health as a barrier to accessing the	- Continue to implement whole-school Thrive approach including baseline assessments and regular reviews. - Provide ongoing staff training on supporting mental health and recognising anxiety in pupils. - ELSA sessions targeted at pupils with anxiety and mental health needs.	- Reduction in reported anxiety-related incidents and behavioural disruptions. - Increased pupil engagement and attendance among those with identified mental	All staff members. Thrive Practitioner SENDCo Mental Health Lead	

curriculum	- Collaborate with the Mental Health Support Team to provide specialist support and advice. - Quiet zones and safe spaces accessible during lessons and break times.	health needs. - Positive feedback from pupils and parents regarding emotional support. - Staff demonstrate confidence in supporting mental health barriers in learning.		
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Area 2: Physical Environment

Objective	Actions to be taken	Success Criteria	People involved/ Responsibility	Actions and Reviews
Ensure that all learning environments are safe and accessible for the upcoming cohort	- Conduct a detailed accessibility audit of all classrooms and learning spaces before the new cohort starts - Remove or adapt any physical barriers identified - Ensure all corridors, doorways, and exits remain clear and wide enough for mobility aids - Update seating plans to reflect the specific needs of the incoming pupils	- Accessibility audit completed and reported - Physical barriers removed or adapted - Seating plans updated to reflect needs - Feedback from staff and pupils confirms improved accessibility and safety	All staff members SENDCo Site Manager SLT	

	- Train staff on accessibility awareness and how to support pupils with physical disabilities in the environment			
Provide pupils with a safe space for times of high anxiety	- Maintain and regularly review the quiet room and sensory equipment to ensure suitability - Ensure sensory tents and quiet spaces are available and well-equipped - Develop a clear booking and usage system for these spaces - Train staff in identifying pupils who may benefit and in supporting their use of these spaces - Integrate Thrive assessments to monitor effectiveness of these provisions	- Sensory spaces are regularly used and well-maintained - Pupils and staff report positive impact on anxiety management - Thrive assessments show improvement in emotional wellbeing for targeted pupils	All staff members SENDCo Thrive Practitioner	
Ensure the school is fully aware of and responsive to the access needs of pupils, staff,	- Conduct a survey and consultation to identify access needs of all stakeholders - Maintain an up-to-date access needs register - Adapt school facilities and communication methods based on identified needs (e.g., ramps, signage,	- Comprehensive access needs register maintained and regularly updated - Physical adaptations and communication adjustments implemented - Positive feedback from	All staff members. SENDCo Headteacher Office Manager Governor	

governors, parents/carers, and visitors with disabilities	information in accessible formats) - Provide disability awareness training for governors and staff - Ensure information about accessibility is clearly communicated to parents and visitors, including on the school website	stakeholders regarding accessibility - Evidence of training completion and impact		
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Area 3: Access to Information

Objective	Actions to be taken	Success Criteria	People involved/ Responsibility	Actions and Reviews
Ensure all displays are accessible to all children	- Conduct an accessibility audit of all current classroom and communal area displays with a focus on visual clarity and cognitive accessibility. - Provide staff training on best practises for creating accessible displays (e.g., font size, colour contrast, layout). - Develop and implement a whole-school display guide incorporating accessibility principles. - Regularly review and update displays to maintain accessibility standards.	- Accessibility audit completed with actions identified. - All staff trained on accessible display practises. - New display guide adopted and used consistently across the school. - Observations confirm displays are clear, uncluttered, and accessible for pupils with visual or	All staff members SENDCo SLT	

		processing difficulties. - Positive feedback from pupils and parents regarding accessibility of information.		
Enable all parents to access school communications with ease	- Review communication platforms (SeeSaw and School Comms) to ensure they are fully accessible (e.g., screen reader compatibility, multi-language options). - Provide alternative formats of communications on request (large print, audio, translated versions). - Offer training sessions or guidance for parents unfamiliar with digital platforms. - Maintain and promote clear parental agreements regarding technology use. - Monitor parent engagement and feedback regularly to identify and resolve access issues.	- SeeSaw and School Comms confirmed accessible through testing. - Alternative formats provided promptly upon request. - At least two parent workshops or guidance sessions held annually. - Parental feedback indicates ease of access to communications. - Increased parental engagement statistics, especially from families of disabled pupils or those with additional needs.	All staff members Office Manager SLT	

Promote continuity across key stages by following a whole school approach to displays	- Develop a cross-phase working group including representatives from EYFS, KS1, KS2, and SEND team to align display approaches. - Staff to follow a consistent display policy that supports curriculum continuity and accessibility. - Embed display planning in curriculum meetings and staff training sessions. - Use pupil voice to inform display design and appropriateness. - Monitor implementation through learning walks and leadership reviews.	- Cross-phase group established and meets termly. - Consistent display policy adopted across all key stages. - Staff demonstrate awareness and application of the framework. - Display content reflects curriculum progression and accessibility. - Positive pupil feedback on displays supporting learning continuity. - Leadership reports confirm consistent application.	Curriculum Lead Headteacher	
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