



# Policy and Guidance: ACCESSIBILITY PLAN

Name	Accessibility Plan		
Agreed by	GB School Improvement Committee		
Date agreed	4th March 2025	Review date	Spring 2028
Signed & dated			

This plan outlines how Malmesbury 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 (ie. the curriculum, physical environment and information).

A person is regarded as having a disability under the 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.

The 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 the education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The governing body 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 and reviewed and revised in consultation with:

- Pupil's parents/carers
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed when the school has undergone a refurbishment.

## The Accessibility Audit

The school will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the school 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 school 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 school 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.

## **Current provision**

### **Curriculum**

1. Planning is highly adapted, in some cases providing an individualised curriculum, for those children who are unable to access the Early Years and national curriculum in line with their peers. For others, the children are supported to meet the expected learning outcomes in each area/subject. Teaching assistants play a valuable role within school, supporting particularly those children with additional needs.
2. Through PSED/PSHE lessons, children are introduced to sensitive issues such as physical, mental and learning disabilities, social and moral dilemmas and cultural diversity.
3. Risk assessments made at the initial planning stages of residential/ day visits determine the suitability of the site for inclusion of all children. Only venues which offer suitable accommodation for all pupils will be considered.
4. Support and advice is sought from appropriate outside agencies when necessary e.g. the Sensory Impairment Service, Behaviour and Attendance Support Service, CAMHs, School Nurse, Phoenix Outreach Team, Educational Psychology Service.
5. An audit is taken in the Autumn term to determine whether modified SATs test papers are required and orders are placed with NCA Tools as necessary.
6. Teachers have received additional training about ASD Friendly Classrooms, as well as bespoke training tailored to the needs of identified children.

### **Physical Environment**

1. Class rooms are placed within the building to take account of the children's age.
  - Foundation Stage children have easy access to smaller toilets and sinks, and direct access to an outdoor play area
  - Key Stage 1 children have easy access to small toilets and sinks
  - Key Stage 1 children have direct access to the playground, with accessible play equipment
  - Key Stage 2 children have their own facilities with appropriately sized toilets and sinks and a wide range of accessible play areas.
2. Our reception/ office area is sited next to the main entrance where there is a large doorway for wheelchair and pushchair access.
3. The building is three storeys in parts and is fully wheelchair accessible by lift from the ground floor.
4. There is provision of three disabled toilets on the ground floor, one of which is also an accessible wet room. Our accessible toilets are gender neutral.
5. In our accessible toilet in the annexe building, we have a changing unit appropriate to the height of the children and adults.

6. We have accessibility through the installation of permanent ramps to the annexe building and the main hall entrance.
7. Where possible, Classrooms are partly carpeted and/or teachers are encouraged to have a cushioned area to reduce excess noise and improve the acoustics for hearing-impaired pupils.
8. Doors are self-closing to meet fire safety requirements and to limit disturbance from other areas.
9. All classrooms are decorated in neutral colours to create a calm environment, with a coloured teaching wall to support focus.
10. Furniture is appropriately sized for the age group of children within each classroom.

## Information

1. Information is given to all new parents/ carers in the form of a face-to-face meeting with a senior member of staff or class teachers and a tour of the school where parents and children have the opportunity to ask questions. Our admissions form gives parents/ carers the opportunity to give details of medical, and language needs. Translation is available, where possible. This is supported by a strong transition programme in our Nursery and Reception years pupils.
2. The school website also allows us to share local opportunities for children and their families. Information is also sent out via School ping.
3. Progress on attainment and social development is shared at parents' meetings twice yearly and through a written report during the Summer term. There are termly review and planning meetings for parents of children who will require an Education Health Care Plan. Additional meetings are arranged on request.
4. Children with SEND attend their Annual Review meetings, when appropriate – these are child centred, and staff ensure the voice of the child, irrespective of communication skills, is heard and they are able to contribute.
5. Where children are non-verbal or EAL, the schools will support the child with appropriate strategies to communicate, for example, symbol supported text, picture exchange systems, alternative language resources or translation support.

## NEW PLAN – March 2025

Review plan with children with SEND/ families and other stakeholders

Planning Duty 1 – Equal access to the curriculum for pupils with disabilities

Target	Issue/Strategy	What	Who	When	Outcome criteria	Review
SEND advocates on	<ul style="list-style-type: none"> <li>• There is currently no</li> </ul>	<ul style="list-style-type: none"> <li>• SEND classroom and</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> </ul>	Autumn 2025	Views of children with	

the Malmesbury Task force (where appropriate) and in classrooms	pupil advocacy for SEND	taskforce champions support the voice and inclusion of SEND views <ul style="list-style-type: none"> <li>Gain views from pupils with SEND</li> </ul>			SEND accounted for	
Diversity fully represented within the curriculum	<ul style="list-style-type: none"> <li>representation of people with disabilities in the curriculum is widening and this will continue to be a focus (eg parent with mental health challenges in Y5 Reading text)</li> </ul>	<ul style="list-style-type: none"> <li>Continued subject leader curriculum review</li> <li>look for opportunities to include meaning representation</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leaders</li> </ul>	Medium term: Sept 2025	Even greater representation within the Malmesbury Curriculum	

## Planning Duty 2 – Equal access to the physical environment

Target	Issue/Strategy	What	Who	When	Outcome criteria	Review
Purposeful play experiences accessible for children during social time	<ul style="list-style-type: none"> <li>Many children want non-social play activities (ASD, SEMH)</li> </ul>	<ul style="list-style-type: none"> <li>Expanded range of play equipment purchased and installed</li> <li>Ensure children with Autism/SEMH have a quiet space during lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>SBM</li> <li>SENCo</li> <li>Beyond the classroom play lead</li> <li>Behaviour Lead</li> </ul>	Short term: Spring 2025	<p>All children purposefully and safely engaged at break times</p> <p>Less accident and behaviour issue.</p>	
Supporting children with visual impairment and communication and learning difficulties	<ul style="list-style-type: none"> <li>No signage incorporates braille (where we have a current need)</li> <li>Limited signage with pictures</li> <li>No staircase markings</li> </ul>	<ul style="list-style-type: none"> <li>Installation of braille/visual signage throughout school <a href="http://www.braillesignsuk.co.uk">www.braillesignsuk.co.uk</a></li> <li>Installation of stair markings on main staircase</li> <li>Coreboards located in key area of the school to support with communication</li> </ul>	<ul style="list-style-type: none"> <li>SENCo's</li> <li>Advisory teacher</li> <li>SLT</li> </ul>	Autumn 2025	Installation of visual/braille signage around school allows those with visual impairment and communication and learning difficulties to move more independently around school	



## Planning Duty 4 – Equal access to the curriculum

Target	Issue/Strategy	What	Who	When	Outcome criteria	Review
Support and training for staff in communicating with and teaching of children with ASD and other specific learning difficulties.	<ul style="list-style-type: none"> <li>Staff attend training as appropriate, including specialist in-house training.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at external and internal training</li> <li>Advice from SaLT/ Phoenix Outreach</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Teaching Assistants</li> <li>SENCo/AHT</li> </ul>	July 2025	Children with ASD are successfully included in the classroom and making good progress.	
Classrooms are organised to promote participation and independence of all pupils.	<ul style="list-style-type: none"> <li>Use of personal work spaces where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Rooms carefully planned</li> <li>Resources and furniture carefully selected</li> <li>Accessible alternative spaces identified</li> <li>Classroom are clutter free and organise</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SENCo/AHT</li> </ul>	Ongoing	<p>Children have ready access to a range of resources to support their learning</p> <p>Children are less dysregulated/ over stimulated throughout the day.</p>	Training delivered by Phoenix Outreach
Teaching assistants are carefully deployed to ensure children are well-supported in their learning.	<ul style="list-style-type: none"> <li>TA roles are clearly defined and monitored to ensure children are well-supported in class.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of deployment of teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> </ul>	Ongoing	Deployment of teaching assistants is carefully planned according to children's needs.	