



Park School Teaching Service

Accessibility Plan

September 2021

Reviewed By	Kiran Peart
Last Reviewed	September 2021
Presented to the Governing Body	February 2022
To be reviewed	September 2023

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Academy Lead.

At Park School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1) The Park School Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) Park 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Park School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan relates to the key aspects of curriculum, physical environment and written information:-

- Increase access to the curriculum for pupils with a disability, expanding 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 afterschool clubs, leisure and cultural activities or visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the centre, adding specialist facilities as necessary – this covers improvements to the physical environment of the centre and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the centre and events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole centre training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Behaviour Policy, Curriculum Policy, Teaching and Learning Policy, Trust Equality Duty and Equality Policy, Health & Safety Policy, School Improvement Plan.

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the centre, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

8) The Accessibility Plan will be published on the academy website.

9) The Accessibility Plan will be monitored through the Local Governing Body meetings.

10) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

Current position and good practice

We aim to ask about any disability or health condition in early communications with new parents and carers before admission. If necessary a risk assessment or medical care plan is written.

Curriculum

Our children are taught using a variety of teaching and learning methods ensuring accessibility to the curriculum. This includes sensory breaks and staff trained in working with children with social, emotional and mental health needs, ADHD and those on the autistic spectrum. Every child has individual learning targets which are closely monitored and regularly reviewed. Every child is educated in small classes. Every child has a key worker anticipating and meeting individual pupil needs. Centre data is analysed to ensure that group trends are identified. Advice is sought and we work collaboratively with educational psychology, SEN and disability agencies to ensure pupils receive appropriate support and provision. We take full advantage of the opportunities available to provide educational visits that are accessible to all pupils. We make every effort to enhance inclusion at all times. We create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community. Children and parents have access to our on-site counselling service.

Physical Environment

The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. A ramp leads from the car park to the entrance.

From reception there is a lift giving access to two classrooms with a portable ramp available to gain access to a further 2 classrooms and outdoor space. Alternatively there is an entrance on the lower floor which can be accessed directly giving access to classrooms and facilities on one level.

On-site car parking for staff and visitor includes two dedicated disabled parking bays.

There are disabled toilet facilities available, in the entrance foyer. All these are fitted with a handrail and a pull emergency cord. The centre has internal emergency signage and escape routes are clearly marked. Communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

Information Access

Every classroom has its own interactive whiteboard, lap tops are widely available for individual children, visual timetables are used as well as overlays, writing slopes, pen grips etc. Key workers are in regular (often daily) contact with parents/carers to share information. Staff are available to support parents/carers with paperwork as the need arises.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit, which remains the responsibility of the governing body, will be completed by the centre prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Park School Accessibility Action Plan

Curriculum	Strategies	Lead person	Success criteria	Timescale	Achieved
To refine induction period to include specific checklists and identify pathways of provision for each pupil	Clear induction to include baselining schedule. Meeting to discuss outcomes and pathways of provision for each new child. Meeting to discuss outcomes with parents and refer to appropriate agencies for support if necessary.	GW	Provision is consistent and tailored to meet the needs of individual learners.	By July 2022	
To ensure that staff are trained to support pupils with emotional needs.	Recruitment, ongoing CPD, peer mentoring.	KP	All staff are able to provide emotional support and refer to others where appropriate.	By July 2022	
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.etc	Training for all new members of staff. Updates and rolling programme of training for all staff.	KP	All staff are able to adapt their work to meet the needs of all learners.	Ongoing	Yes but will continue as legislation changes and new staff are recruited.
To ensure staff continue to be trained to support pupils with medical conditions.	First aid training Other training as required.	KP	Sufficient number of first aiders on site at all times. Staff confident in supporting medical needs.	By July 2022	

Physical Environment	Strategies	Lead person	Success criteria	Timescale	Achieved
Access meets statutory requirements	Ensure access to the building for all.	KP	Children are not denied education due to poor accessibility.	By April 2022	
Information access	Strategies	Lead person	Success criteria	Timescale	Achieved
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	As policies are updated, review for inclusive practice and accessibility issues.	KP	Inclusive practice and accessibility is considered across all areas of practice.	As per policy cycle	Ongoing
To enable improved access to written information for pupils, parents and visitors.	Provide translations and auditory commentary/ enlarged print when requested.	KP	The written information we provide is clear and has options for those with visual impairments or those needing translation or auditory commentary.	By Dec 2019	Yes