



**Park School
Teaching Service**

Part of Bolton Impact Trust

Park School Accessibility Policy/Plan

September 2022

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Presented to the Governing Body	October 2022
To be reviewed	October 2025

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 education, benefits, facilities and services provide
- Improve the availability of accessible information to pupils with disabilities

Park School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Park School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our academy and trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. overlays • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed to make sure it meets the needs of all pupils 	<p>Improve the curriculum resources that give examples of people with disabilities</p>	<p>Audit of the current resources and invest in resources as required. Consult with pupils, staff and parents</p>	<p>GW</p>	<p>September 2024</p>	<p>Appropriate resources in place that reflect a range of disabilities.</p>
<p>Progress/Review</p>						

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment has had some adaptations to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramp access at the front door • Disabled parking bays at the rear • Grab rails in the toilets • Water stations available upstairs and downstairs. 	<p>Improve the toilet access to create more space.</p> <p>Source a building with outside space and increased accessibility for pupils</p> <p>Embed evacuation and invacuation processes within the new building</p>	<p>Building work to take place</p> <p>Explore options of a new building</p> <p>Update policy, share with staff and pupils, and practice both processes. Fire Marshalls in place</p>	<p>Academy Lead, Business Manager, Site Manager</p> <p>Central Leadership team</p> <p>Academy Lead</p>	<p>Summer term 2023</p> <p>September 2023</p> <p>Policy Dec 2022</p> <p>Practices throughout 2022/23</p>	<p>Improved toilet access</p> <p>Appropriate building sources.</p> <p>All pupils and staff able to exit the building safely and able to lockdown in cases of an emergency.</p>
<p>Progress/Review</p>						

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources when required or requested • Pictorial or symbolic representations when required or requested 	<p>Invest in induction loops.</p> <p>Improve the way information is presented on the website so it can be accessed by all pupils</p>	<p>Purchase loops and train staff</p> <p>Develop the website to reflect accessibility of information</p>	<p>Rachel Beattie</p> <p>Academy Lead</p>	<p>February 2023</p> <p>September 2023</p>	<p>Induction use in place and understood by all.</p> <p>Information on the website is accessible for all.</p>
<p>Progress/Review</p>						

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Ensure staff are appropriately trained to support pupils with medical, emotional and mental health needs</p>	<ul style="list-style-type: none"> • Number of first aid trained staff is 12 • Ongoing cycle of staff CPD in place to support pupils with mental health needs • First aid training is delivered every 2-3 years. Next scheduled for April 2023 	<p>To ensure lead mental health training is completed</p> <p>Update the following medical training when required:</p> <ul style="list-style-type: none"> • Epilepsy • Epi Pen • Diabetes • Other medical needs as required 	<p>GW to complete training</p> <p>Training schedule to be coordinated</p>	<p>GW</p> <p>Academy Lead</p>	<p>Feb 2023</p> <p>December 2024</p>	<p>Mental health lead in place who can provide appropriate support to pupils, parents and staff.</p> <p>Staff adequately trained to deal with medical needs of pupils.</p>
<p>Progress/Review</p>						

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the local governing body and Academy Lead.

It will be approved by the Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and information report
- Supporting pupils with medical conditions policy
- Supporting pupils with health needs who cannot attend school
- First Aid Policy