

dis



Park Road Community Primary School

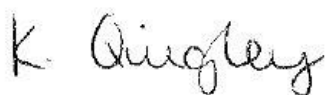
# Access and Accessibility Policy

<b>Version Number</b>	1.1
<b>Date policy last reviewed</b>	April 2025
<b>Policy Type</b>	Statutory
<b>Owner</b>	Headteacher
<b>Approved By</b>	Local Governing Body
<b>Approval Date</b>	22 April 2025
<b>Next Review Date</b>	April 2026 (for plan)

## Review Date and Summary of Changes

Date of review	Summary of changes
January 2024	Standardised format
April 2024	Changes to language used currently – pupil passport changed to one page profile
April 2025	Minor changes to wording in section 4

Signed by:



Headteacher

Date:

22/4/25



Chair of Governors

Date:

22/4/25

## **Contents:**

### Statement of Intent

1. [Legal framework](#)
2. [Definitions](#)
3. [Roles and Responsibilities](#)
4. [Accessibility Plan Development](#)
5. [Equal Opportunities](#)
6. [Admissions](#)
7. [Curriculum](#)
8. [Physical Environment](#)
9. [Monitoring and review](#)

### **Appendices**

1. [Appendix 1 - Accessibility Plan](#)

## **Statement of Intent**

Park Road CP School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with pupils who have a disability, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all pupils with a disability can enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Pupil Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the MAT Equal Opportunities and Dignity at Work Policy

This policy must be adhered to by all staff members, pupils, parents and visitors.

## 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following trust/school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

## 2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- the provision, criterion or practice applies, or would apply, to people without those protected characteristics
- it puts, or would put, people with those protected characteristics at a disadvantage compared to those without
- the school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

### **3. Roles and Responsibilities**

The governing board will be responsible for:

- ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy
- approving this policy and the Accessibility Plan before they are implemented
- monitoring this policy and the Accessibility Plan

The headteacher will be responsible for:

- creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy
- ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary
- establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise
- working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan

The SENDCo will be responsible for:

- working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported
- ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate

Staff members will be responsible for:

- acting in accordance with this policy and the Accessibility Plan at all times
- supporting pupils with a disability to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice
- ensuring that their actions do not discriminate against any pupil as a result of their disability

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

## 4. Accessibility Plan Development

The Accessibility plan has been developed and underpinned by Park Road Community Primary School being fully inclusive and value the mission statement, 'Unique individuals learning together.' As part of this Access Policy an Accessibility Plan has been formulated as a result of environment walks and school audits, including with school's Health and Safety advisors and Health and Safety governor, to identify ways in which we can better provide and maintain accessibility for all. The opinions of pupils are also considered. This plan is resourced, implemented, reviewed, and revised as required, in line with our School Strategic Development Plan.

- Needs of the pupils include a range of difficulties, such as: Speech and Language, Dyslexia, Autistic Spectrum Disorder, Epilepsy, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairment, Emotional and Behavioural Difficulties, Global Developmental Delay and Complex and Moderate Learning Difficulties.
- The school environment has been modified to ensure physical access to each external exit. Disabled toilet and changing facilities are accessible and available.
- In the car park, there are clearly demarcated spaces for disabled parking and all pathways around the school building are flat and accessible to wheelchair users.
- The Main Entrance has been modified to ensure Disability Discrimination Act (DDA) compliance, with a sloped access and door control suitable for both standing and seated users, with the access hatch in the school reception being modified to accommodate both standing and seated users as well as an electronic signing in system that is accessible to all users.
- Emergency and evacuation procedures are accessible to all at present. Currently, alarms are auditory, and the assembly point is on the playground. A Personal Emergency Evacuation Plan (PEEP) would be in place for anyone with a disability if needed.
- There are several spaces provided for small group and individual work: the nurture room, library, children's kitchen and the small group room at the back of the school office.
- Furniture and equipment throughout school is selected based on the size and needs of pupils. Where necessary this has been modified – such as seating wedges for pupils whose physical needs require such resources. When necessary, school invests in personalised specialist furniture such as seating.
- All pupils are encouraged and supported to succeed in the full curriculum, which is differentiated to meet their needs. This includes school visits and residential, which are made accessible to all.
- Our SEN provision is overseen by a designated SENDCo, who similarly ensures that staff are appropriately trained to support pupils with specific needs.
- Access to information in the classroom is enabled through the use of visual timetables and labelling of equipment and resources.
- We have a clear policy on the Administration of Medicines, with key staff trained in Emergency First Aid and 'Epi-pen' administration. We also have designated 'senior' First Aiders, who have undertaken a more intensive training programme, including Paediatric First Aid.

- There is a Medical Register, detailing medical needs of all pupils and those whose needs are most acute are clearly identified, with photographs and medical information on display in the Staff Room for all staff, including Midday Assistants.
- Epi-pens and inhalers are always taken on visits and trips out of school.
- Risk Assessments are carried out for children with temporary physical disabilities, e.g. broken bone.

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The Accessibility Plan is available at the end of this policy. It is structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- to increase the extent to which pupils with a disability can participate in the curriculum
- to improve and maintain the school's physical environment to enable to take advantage of the facilities and education on offer
- to improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled

The intention is to provide a projected plan for a three-year period ahead of the next review date, which is shown on the front cover of this policy. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENDCo annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

## **5. Equal Opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils



with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an Educational Health Care Plan (EHCP), and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

This policy will be reviewed by the headteacher annually. The next review of this policy is shown on the front cover of this policy.

## **7. Curriculum**

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The subject leaders and the SENDCo will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure pupils with a disability can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'One Page Profile'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

## **8. Physical Environment**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

## **9. Monitoring and review**

This policy will be reviewed by the headteacher annually. The next review of this policy is shown on the front cover of this policy.

## Appendix 1 - Accessibility Plan

<b>ACCESSIBILITY PLAN:</b> <i>To ensure the most appropriate provision for members of our school community with additional needs</i>	<b>Year:</b> April 2025 – April 2026
<b>School's current position:</b> As a school, we have and have had pupils with a range of needs, including physical disability and complex learning difficulties, (encompassing pupils with specific needs, such as ASD, global developmental delay, ADHD, Dyslexia for example). Over time, we have been and remain committed to ensure that we are accessible to all and that stakeholders with a wide variety of needs are treated fairly and equally and this work has included consideration of our physical environment.	

Objectives	Implementation process (Actions)	Person Responsible	Time Scale	Training needs	Resources / costs	Monitoring
To increase the extent to which pupils with a disability can participate in the school curriculum.	Classroom allocation to be determined by needs of pupils in each class.	HT	By Sept 2025			<b>Who:</b> Headteacher and Deputy Headteacher, SLT, Children and Community, GB, MAT and Ofsted, specialist Impairment/support teams  <b>How:</b> Through SLT Meetings and reports from staff Reports to governors/MAT CEO  <b>When:</b> Ongoing throughout the year – as outlined in this plan.
	To maintain the Peer Buddy/Play leader System for break and lunchtimes, to ensure social inclusion of all	HT/Y6 teacher/ PE lead	Ongoing as required	Annual coaching session for pupils - LiveWire	Coaching session part of SLA	
	Train staff on ways to improve pupil access to the curriculum	HT/SENDco	Ongoing	As required	Costs as required	
	Monitor provision for children with SEND and assess if development opportunities would be beneficial	SENDco/SLT	As required	None	Cost as identified	

Objectives	Implementation process (Actions)	Person Responsible	Time Scale	Training needs	Resources / costs	Monitoring
<p>To improve the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.</p> <p>To improve the delivery to disabled pupils of information, which is provided both in writing and orally, for pupils who are not disabled.</p>	Organise staff training making use of relevant external agencies	HT	Ongoing	To be reviewed annually	Cost as identified	
	Improve children's awareness of disability	PSHCE lead	Ongoing	As required	Cost as identified	
	PSCHE / wider curriculum and assemblies to be used to raise awareness of disability issues	SENDco/staff	As required	As required	Cost as identified	
	Staff to develop skills to support children who have specific disabilities	SENDco/staff	As required	As required	Cost as identified	
	Further develop a range of learning resources that are accessible for children with different disabilities	SENDCo	Ongoing	As required	Cost as identified	
	Subject Leaders to review resources	SLs	As required	As required	Cost as identified	

Objectives	Implementation process (Actions)	Person Responsible	Time Scale	Training needs	Resources / costs	Monitoring
<b>Success criteria- Impact:</b> All pupils will have access to an appropriate environment in which to learn and can participate fully.	Purchase ICT and generic resources to support the learning of all	IT lead/OM/HT	As required	As required	Cost as identified	
	Implement recommendations made by external teams for specific children	SENDCo/Staff	As required	As required	Cost as identified	
	Investigate the possibility of installing visual as well as the auditory alarm system, should the need arise.	HT	As required	As required	Cost as identified	
	Provide information in simple language, symbols, large print, audiotape, or Braille for pupils who have difficulty with standard forms of print, should the need arise.	HT/SENDCo	As required	As required	Cost as identified	
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>Have pupils' needs been considered when thinking about classroom allocation?</li> <li>Are Peer support systems, i.e. Buddy system, play leaders, still in place?</li> <li>Is information available in various forms to suit the needs of all?</li> <li>Is school signage compliant?</li> </ul>						

Objectives	Implementation process (Actions)	Person Responsible	Time Scale	Training needs	Resources / costs	Monitoring
<ul style="list-style-type: none"> <li>• Are staff trained on ways to improve pupils access to the curriculum?</li> <li>• Are staff appropriately trained to ensure access of equality for all?</li> <li>• Are children aware of disability issues?</li> <li>• Is disability incorporated into the PSCHC curriculum?</li> <li>• Are staff trained in best meeting the needs of pupils with specific disabilities?</li> <li>• Are learning resources available to all children – including those with a disability?</li> <li>• Are all aspects of the outside environment accessible to all children – including those with a disability?</li> <li>• Are IT resources suitable for all?</li> </ul> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>• Classroom allocation appropriate to meet the needs of all</li> <li>• Peer Support System in place each break time</li> <li>• Information presented in variety of ways</li> <li>• School signage is compliant</li> <li>• Curriculum accessible to all</li> <li>• Staff appropriately trained to meet the needs of all pupils, including those with a disability, and ensure access of equality for all</li> <li>• Disability incorporated into the PSCHC curriculum</li> <li>• IT resources appropriate to address the needs of all</li> </ul>						
Review:						