PARK ROAD COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN

Date policy last reviewed: April 2022

Next policy review date: April 2022

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Contents

1   Policy Statement

1.1   Under the Children and Families Act, 2014, and the Equality Act 2010, there is a duty for schools to facilitate access to education for disabled pupils and all members of our school community:

➢   Where a child or young person is covered by SEN and disability legislation, reasonable adjustments to procedures, criteria, practices, and access arrangements should be considered as part of SEN planning and review. This may include the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

1.2   Accessibility planning is aimed at:

➢   Increasing the extent to which disabled pupils can participate in the curriculum.

➢   Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and

➢   Improving the availability of accessible information to disabled pupils and all those to whom it would be of benefit.

This policy aims to show how all members of Nursery and Primary School will meet their duty to promote equality of access for all.

2   Introduction

2.1   At Park Road Community Primary School we are fully inclusive and value our mission statement, 'Unique individuals learning together.' We have 16 pupils on the Special Education Needs Register.

2.2   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.

2.3   The school environment has been modified to ensure physical access to each external exit. Disabled toilet and changing facilities are accessible and available.

2.4   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.

2.5   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 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.

2.6   Emergency and evacuation procedures are accessible to all at present. Currently, alarms are auditory, and the assembly point is on the playground.

2.7   There are several spaces provided for small group and individual work: Library, children's kitchen and the small group room at the back of the school office.

2.8   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.

2.9   All pupils are encouraged and supported to succeed in the full curriculum, which is differentiated to meet their needs. This includes school visits and residentials, which are made accessible to all.

2.10   Our SEN provision is overseen by a designated SENDco, who similarly ensures that staff are appropriately trained to support pupils with specific needs.

2.11   Access to information in the classroom is enabled through the use of visual timetables and labelling of equipment and resources.

2.12   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.

2.13   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 and for Midday Assistants.

2.14   Epi-pens and inhalers are always taken on visits and trips out of school.

2.15   Risk Assessments are carried out for children with temporary physical disabilities, e.g., broken bones.

3   Accessibility Plan

3.1   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.

3.2   This plan is resourced, implemented, reviewed, and revised as required, in line with our School Strategic Development Plan.

4   Review

4.1   The Access Policy and Accessibility Plan will be reviewed annually, in accordance with our Policy Review Schedule, unless there are significant changes and therefore a need to review it sooner.

5   Accessibility Plan

ACCESSIBILITY PLAN: *To ensure the most appropriate provision for members of our school community with additional needs*	Year: **May 2022-May 2023**

School's current position: 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, Foetal Alcohol Syndrome, 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 need 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 disabled pupils can participate in the school curriculum.	Classroom allocation to be determined by needs of pupils in each class.	NP	By Sept 2022			**Who:** Headteacher and Deputy Headteacher, SLT, Children and Community, GB, MAT and Ofsted, specialist Impairment/support teams
	To maintain the Peer Buddy/Play leader System for break and lunchtimes, to ensure social inclusion of all Train staff on ways to improve pupil access to the curriculum	NP/Y6 teacher	Ongoing As required	Annual coaching session for pupils- LiveWire	Coaching session part of SLA	**How:** Through SLT Meetings and reports from staff Reports to governors/MAT CEO
	Monitor provision for children with SEN and assess if development opportunities would be beneficial	NP/SENDco	Ongoing	As required		**When:** Ongoing throughout the year – as outlined in this plan.
	Organise staff training making use of relevant external agencies	SENDco/SLT	As required	As required	Costs as required	
	Improve children's awareness of disability issues – Pupil Voice (Happiness team)	NP	Ongoing	None		

	PSCHE / 'NO Outsiders' curriculum and assemblies to be used to raise awareness of disability issues	PSHCE lead	Ongoing	To be reviewed Sept 22		
To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Staff to develop skills to deal with 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	As required	As required	Cost as identified	
	Subject Leaders to review resources	SLs	Ongoing		As above	
	Purchase ICT and generic resources to support the learning of all	IT lead/OM/NP	As required		As above	
	Implement recommendations made by external teams for specific children	SENDco/Staff	As required		As above	
To improve the delivery to disabled pupils of information, which is provided both in writing and orally, for pupils who are not disabled.	Investigate the possibility of installing visual as well as the auditory alarm system, should the need arise.	NP			As above	
	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.	NP/SENDco			As above	

Success criteria- Impact: All pupils will have access to an appropriate environment in which to learn and can participate fully.						

Evaluation:

> ➢ Have pupils' needs been considered when thinking about classroom allocation?

> ➢ Are Peer support systems, i.e. Buddy system, still in place?

> ➢ Is information available in various forms to suit the needs of all?

> ➢ Is school signage DDA compliant?

> ➢ Are staff trained on ways to improve pupils access to the curriculum?

> ➢ Are staff appropriately trained to ensure access of equality for all?

> ➢ Are children aware of disability issues?

> ➢ Is disability incorporated into the PSCHE curriculum?

> ➢ Are staff trained in best meeting the needs of pupils with specific disabilities?

> ➢ Are learning resources available to all children – including those with a disability?

> ➢ Are all aspects of the outside environment accessible to all children – including those with a disability?

> ➢ Are IT resources suitable for all?

Evidenced by:

➢ Classroom allocation appropriate to meet the needs of all

➢ Peer Support System in place each break time

➢ Information presented in variety of ways

➢ School signage is DDA compliant

➢ Curriculum accessible to all

➢ Staff appropriately trained to meet the needs of all pupils, including those with a disability, and ensure access of equality for all

➢ Disability incorporated into the PSCHE curriculum

➢ IT resources appropriate to address the needs of all

Review: