



Park Road Community Primary School Accessibility Plan 2018-21

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and - full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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The School Mission Statement, Visions, Community and British Values, underpin this plan, recognizing every child as ‘unique individuals learning together’.

The plan links to a variety of policies and documents used within the School e.g. SEND Policy, SEN Report, Disadvantaged Children Action Plan, Sports Premium Plan, PE Policy, Behaviour Policy.

This plan will be shared through the School website.

The plan will be monitored during termly environment walks between MO and Governor with specific responsibility for H and S. This will feed into the annual Governing Body review of the plan, led by the Governor with specific responsibility for equality and diversity.

The plan sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA, namely:

1. Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils (examples might include handouts, timetables, textbooks and information about school events). The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Training will form part of the accessibility plan.

The School Complaints Procedure is available on the school website.



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Section 2: 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

The table below sets out how the school will achieve these aims.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date actions to be completed by
Increase access to the curriculum for pupils with a disability	Adjusted weekly timetable	To improve staff awareness of disability issue.	Review staff training needs	HT	Ongoing - reviewed annually
	Visual timetables		Provide training for members of the school community as appropriate		
	Adjusted PE sessions i.e. support from sports coach, commitment in PE funding plan to increase % those engaging i.e. change for life		Review work to raise awareness amongst pupils of healthy lifestyles / living ie to address obesity	AC-PSCHE lead	Summer 2018
	Use of ICT as aid		Review typeface for all signage - range / appropriate ie for instructions (fire exits etc)	SLT/Staff	Autumn 2019
	All children given opportunities to access all out of school activities				
	Needs met of all individuals during statutory end of KS2 tests (i.e. scribe, adult 1-1)				
	Use of writing slopes				
	Visual impaired children sat at front of room		Protective screening on all windows to reduce light glare for those with visual stress		September 18
	Audio induction loop in place in classrooms where hearing impaired children learn				

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Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date actions to be completed by
	<p>Behaviour scheme colour coded across school to support access</p> <p>Colour schemes chosen to support calming/relaxing environments i.e. blue/green/purples -</p> <p>Displays also visually accessible i.e. French-Red/White/Blue backing paper to indicate French flag</p> <p>Staff trained in developing ASD friendly classrooms</p> <p>Coloured paper/overlays/rules for those with visual stress</p> <p>In house early identification screening i.e. for Dyslexia</p>				
Improve and maintain access to the physical environment	<p>One Storey building</p> <p>Slopes to all raised areas</p> <p>Tactile - yellow strip on entrance steps</p> <p>Hoist in place in accessible toilet if required</p> <p>Wheelchair access from hall</p> <p>Alarm in disabled toilet if needed</p>	To improve independence for children with physical disabilities	<p>To fit electronic devices fitted to doors for independent access for wheelchair users.</p> <p>Electronic signing in screen angled for access from all heights</p> <p>Entrance Reception office hatch lowered for wheelchair access</p>	HT/MO	<p>Summer 2020</p> <p>April 2019</p> <p>April 2019</p>

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Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date actions to be completed by
	Disability car parking at entrance and by gate into school access far end of building	To ensure all classrooms compliant with	Wheelchair access from all classroom external doors through rampage (consider mobile ramps?)	HT/MO	Autumn 2019
	Suitable access routes for all into school	Disability Equality Act 2010			
Improve the delivery of written information to pupils	Access to information in paper format and on the website Skilled TAs deployed 1-1 to support EAL children new to UK accessing learning with personalised support Training for staff Support from high school with language specialists and Language consultant support	To ensure that all parents and other members of the school community can access information	SeeSaw online app to be developed for parents/carers to access	HT/DHT/staff	September 18
		To ensure written signage across the school is available in a variety of formats.	To develop pictorial signage i.e. fire assembly points	HT/MO	Autumn 2020

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Section 3 : Access Audit

Feature	Description	Actions to be taken	Person responsible	Date actions to be completed by
Number of storeys	1	N/A		
Corridor access	Doors manual only across the school and all not wide enough for easy access of wheelchair although there are entrance/exits doors from each area that are	Fit push button doors.	HT/MO	Autumn 2020
Lifts	0	N/A		
Parking bays	2 - at entrance to school and at entrance to school grounds via entrance gate, far end of school	N/A		
Entrances	2- Main school entrance and entrance via back of school - into hall via playground	N/A		
Ramps	2 - on at entrance to school, one from classroom	Fit ramps from KS2 classroom external doors and from children's kitchen - consider mobile ramps?	HT/MO	Spring 2020
Toilets	1 disabled toilet on site	N/A		
Reception areas	Ramp access - accessible for all	Repaint yellow tactile strip to steps for visually impaired	MO	Autumn 2020
Internal signage	Standard signage fitted.	Consider alternative signage across the school, particularly for visually impaired members of the community and visitors		Ongoing to be completed by Summer 2020
Emergency escape routes				
Tidy classrooms	7 classrooms 3 other possible workrooms	Monitor to ensure walkways, entrances and exits are kept tidy and clear i.e no items stored on floors that could potentially block routes. Ensure furnishings allow ease of access in, around and out of rooms at all times.	MO/HT	Ongoing