



## **Accessibility Action Plan**

*Our school has the following purpose:*

*To nurture, inspire and enable ALL children to grow up and fully engage with the world around them.*

The processes and practices described within this document aim to ensure that the school is legislatively compliant in working to ensure that every child is supported and enabled to be the best they can be.

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

## **1. Statement of Intent**

Parkfield School is committed to resourcing, implementing, reviewing and revising its Accessibility Action Plan bi-annually. Dynamic assessments and audits are intended to inform this process.

Our purpose is:

1. to be sensitive to the needs of every child.
2. to reduce barriers to learning in every area of school life.
3. to ensure the curriculum is accessible to every student.
4. to keep equality of opportunity embedded within our practice.
5. to have regard to any Department for Education's guidance as may be in force and amended from time to time.

## **2. Principles**

The Equality Act 2010 and the Disability Equality Scheme require schools and local authorities to actively promote the quality of opportunity for disabled people. The Equality Act requires schools:

- Not to treat disabled students less favourably.
- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage.
- To draw up a plan to show how, they will increase access to education for disabled students (Accessibility Action Plan).

This document sets out the proposals of our school to increase access to education for students who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which students who are disabled can participate in the school curriculum;
2. Improving the environment of the school so students who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to students who are disabled.

### **3. Definitions**

#### **a. What constitutes a disability?**

The Equality Act describes a person who is disabled as having:

*‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.*

(Long term – means has lasted or is likely to last more than 12 months)

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties; autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

#### **b. What defines ‘reasonable adjustments’?**

In determining what is reasonable the school will have regard to:

- The financial resources available to the school;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided via an Education Health Care Plan, or by provision paid for outside the school's resources;
- Health and Safety requirements;
- The interests of other students;
- The need to maintain academic, musical, sporting or other standards.

#### **4. Practice**

In order that Parkfield School is fully compliant with the Equality Act, we work hard to ensure that all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. Our Studio model for learning aims to ensure individual needs are met consistently through a team-based approach. Strategies to support individual needs are developed, distilled and described through students' individual learning profiles as a part of this process.

#### **Identifying the needs of students**

Parents, carers and staff collaborate to identify and provide for the needs of individual students, as outlined in Individual, Team and Group Learning Profiles and Education, Health & Care (EHC) plans. The views and aspirations of students who are disabled, their families and designated professionals are an important part of our development planning and personcentred planning processes.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs (if applicable) or EHC plan as appropriate. Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made to support the child's future education.

At all times, Parkfield School will take full account of:

- specific impairments
- student and parental views
- advice from staff
- advice from other designated professionals

## **5. Concerns or complaints**

We recognise that disabled students or those with special educational needs or learning difficulties can be at risk of being bullied. Our school ethos embraces and celebrates 'individual and different', and we do not accept any unkind or bullying behaviour. Our Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken

very seriously; a 'restorative justice' type approach that seeks to educate and develop those who use unkind behaviour (alongside clear sanctions and consequences) forms part of this process.

If you have any concerns relating to accessibility in schools then please refer to the school's complaints procedure, which sets out the process for raising these concerns.

## **6. Related Policies (national & school):**

Policies related to this strategy are:

- SEND Code of Practice (April 2020)
- Equality Act 2010
- Supporting pupils at school with medical conditions (Aug 2017)
- Anti-Bullying Policy
- SEND Policy

## Actions:

The following actions are subject of continuous assessment and review. The current focus of these actions is access to the curriculum, following previous work to ensure compliance of the physical environment around the school site.

Need	Action	Progress	Responsibility
<p>To monitor and analyse pupil achievement for groups that are statistically more vulnerable and act on any trends or patterns in the data that require additional support for pupils. These groups include Pupil Premium, SEND, English as an Additional Language</p>	<p>We have clear systems in place that support this using our data tracking. We need to ensure the improvement of:</p> <ol style="list-style-type: none"> <li>1. Quality First Provision and development of assessment for learning</li> <li>2. Progress Meeting with parents identifying clear interventions and review</li> </ol>	<p>Clear systems are in place to support this area which needs to be embedded through 2023/24</p>	<p>Headteacher</p>
<p>To improve access to the school building to take account of the different needs of individual students, parents and members of our community – DDA compliance, signage and way finding, Personal Emergency Access Plans.</p>	<p>There is designated school parking and disabled parking facility. To monitor the need to increase the amount if necessary</p> <p>To ensure all staff are trained on refuge points and use of lifts.</p> <p>To ensure all students with a physical need can access use of the lift during the day and have a buddy to assist them</p>	<p>Ongoing</p>	<p>Site Manager and Operations Manager</p>

<p>To increase levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement</p>	<p>Specific groups set up to support parents whose children have SEND.</p>	<p>Ongoing</p>	<p>SENCo</p>
<p>To further improve the quality and access of our provision in our curriculum. This will link to curriculum planning, differentiation and provision maps for meeting different types of needs</p>	<p>Develop Quality First Provision Maps          Ensure provision maps are planned for and delivered          Ensure accurate systems and processes are in place to identify and meet the need          Ensure digital systems are in place to increase access to learning          Ensure the environment supports access to learning</p>	<p>Maps are in place and ongoing review and development by SENDco and Phase leaders.</p> <p>Increased rigour</p> <p>Ongoing: Staff CPD to be reviewed</p>	<p>Teaching and Learning Lead          HoF          HoD          SENCo          Phase leaders</p>