

# Parklands High School

November 2021 – November 2023

## Accessibility Policy

### **Contents:**

#### **Statement of intent**

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

### **Appendices**

- a) Accessibility Plan Template

#### **Statement of intent**

Parklands High School is committed to doing its “best endeavours” to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. The school is active in promoting an inclusive positive environment by ensuring that pupils are given equal opportunities to develop socially, to learn, and to enjoy school life.

The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy should be implemented at all times and adhered to by staff members, pupils, parents/carers and visitors.

## **1. Legal framework**

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of Persons with Disabilities
- United Nations Convention on the Rights of the Child
- Human Rights Act 1998
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs Code of Practice 2014
- Education and Inspections Act 2006 as amended
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- The Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs Code of Practice 2014

1.3. This policy will be used in conjunction with other school policies and procedures e.g.:

- Special Educational Needs and Disabilities (SEND) Policy
- Single Equalities Policy
- Admissions Policy
- Behaviour For Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policies
- School Improvement Plan
- This is not an exhaustive list

## **2. Definition**

2.1. 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.

2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

### **3. Roles and responsibilities**

3.1. The anticipatory duty within the code of practice means that all schools are responsible to anticipate the needs of all future pupils regardless of their sex, race, disability, sexual orientation, religion or belief.

3.2. Staff members will do their best endeavours to act in accordance with the school's Accessibility Policy and Accessibility Plan.

3.3. The SENCO with support from relevant organisations will create an Accessibility Plan with the intention of improving the school's accessibility and will monitor the effectiveness of the Accessibility Plan.

3.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

3.5. The headteacher and SENCO will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

3.6 During the transition period at Parklands High School the achievement team will establish if pupils have any disabilities or medical conditions which the school should be aware of.

3.7. The SENCO is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

3.8. The headteacher, governing body and strategic leadership team (SLT) will work closely with the Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.

3.9. The SENCO will work closely with the headteacher to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

3.10. All staff members and governors will be made aware of equality issues with reference to the Equality Act 2010.

3.11. Designated staff members will be trained to effectively support pupils with medical conditions.

### **4. Accessibility Plan**

4.1. The Accessibility Plan will be structured to complement and support the school's other policies (see 1.3).

4.2. The Accessibility Plan will be presented as a freestanding document.

4.3. Parklands' Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer

4.5. The intention is to provide a projected plan for a 3 year period which started in 2019.

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## **5. Equal opportunities**

5.1. Parklands strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. Parklands is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. 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.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

5.6. The school will make all reasonable adjustments to allow pupils with SEND to participate in school activities.

## **6. Admissions**

6.1. Parklands will act in accordance with the Admissions Policy.

6.2. The school will apply the same entry criteria to all pupils and potential pupils.

6.3. Parklands will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

6.4. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

6.5. Information will be obtained on future pupils in order to facilitate advanced planning.

6.6. Prospective parents/carers of pupils with EHCPs, and pupils with SEND, are invited to a transition meeting prior to the pupils starting the school in order to discuss the specific needs.

## **7. Curriculum**

7.1. Parklands is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. Pupils should not be excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. Parklands aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The Curriculum Leader for each subject and the SENCO will work together with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil, the SENCO and their parents/carers, will ensure that reasonable adjustments, in line with common sense and practical application, be made for any particular disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

7.10. Where pupils have visual impairments and/or hearing impairments, advice will be sought from the relevant organisations.

7.11. Learning support assistants are deployed to work with classroom teachers in ensuring that suitable strategies are implemented.

## **8. Physical environment**

8.1. As part of the three year plan, Parklands is committed to ensuring that all pupils, staff members, parents/carers and visitors have access to areas and facilities within the school premises.

8.2. The school has toilet facilities suitable for people with disabilities.

## **9. Monitoring and review**

9.1. This policy will be reviewed when new legislation/guidance concerning equality and disability is published.

9.2. The SENCo will review the policy in collaboration with the headteacher and site management team

**Reviewed and updated on the 02/11/2021 by Lisa Williams SENCo**

**Approved by Steve Mitchell Head Teacher**

## **Appendix A Glossary of terms**

SENCo - Special Educational Needs and Disabilities Coordinator

SEND - Special Educational Needs and Disabilities

## **Appendix B**

Accessibility Plan

Parklands High School is committed to removing barriers to pupil access both physical and learning.

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

### **The Governors recognise the duties placed upon them:**

- Not to treat disabled pupils or their parents less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings recognising its limitations so that there is increased access for disabled persons
- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

### **Previous adaptations made to the school:**

- Ramp to Drama/Upper E Wing
- Unisex disabled toilet in Reception
- Disabled toilet and washroom on upper floor
- Electronic whiteboards in teaching rooms and touch screen in the library – it is recognised that children with learning difficulties and sight problems find it easier to learn when an electronic whiteboard is used
- Training of staff i.e. first aid, diabetes, epilepsy etc
- Provision of a disabled parking bay

### **Physical environment and recent adaptations made**

Continual success criteria Monitoring

The main entrance to the concourse has electronic doors.

Ramp to relevant areas and hooks put on the doors to hold them open.

**Curriculum**

Continuous review of current curriculum pathways and provision ensuring that the curriculum matches pupil needs.

Develop independence and make sure that pupils can make good progress.

To ensure that students receive their full and varied curriculum entitlement.

**Ongoing**

Parklands has a team of non teaching pastoral support who support and monitor the academic progress and health of the pupils.

Ensure staff are trained in dealing with health related conditions (diabetes, medical conditions) and behaviour & cognitive issues

Ensure that pupils feel safe and supported to attend school.