ACCESSIBILITY PLAN

PARK COMMUNITY ACADEMY

Updated January 2021

Review January 2022

Purpose of the Plan

The purpose of this plan is to show how Park Community Academy intends, over time, to increase the accessibility of our school for disabled pupils. Park Community Academy is committed to providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, carers, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school **curriculum**; which 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;
3. Improving the delivery to disabled pupils of i**nformation**, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- **Curriculum policy**
- **Equality Objectives**
- **Single Equality Policy**
- **Staff development policy**
- **Health and Safety Policy**
- **Special Educational Needs and Disabilities Policy**
- **Behaviour Management Policy**
- **School Development plan**
- **Asset Management Plan/ Suitability Survey**
- **School Brochure and Vision Statement**

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website

- Paper copies are available from the front office

Review and Evaluation:
It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Park Community Academy is working within a national framework for educational inclusion provided by:

- Children and Families Act 2014

- Special educational needs and disability code of practice: 0 to 25 years (June 2014)

- Inclusive School (DfES 0774/2001)

- SEN & Disability Act 2001

- Equality Act 2010

- Code of Practice for Schools (Disability Rights Commission)

- OfSTED inspection

The priorities for the Accessibility Plan for our academy were identified as follows:

The Governors and Staff of Park Community Academy aim to provide high quality educational provision for all pupils in an environment which reflects care, happiness, enjoyment and success.

Mission Statement: -

"We grow together, we learn together, we will achieve our best together."

Grow, learn, achieve

PHILOSOPHY AND ETHOS

Park Community Academy aims to provide and maintain a caring, safe and secure environment for all pupils by: -

- Ensuring that the health and safety policy and procedures are carefully adhered to and reviewed regularly.

- Ensuring that a designated Senior Leader is responsible for child protection and for the operation and monitoring of relevant procedures.

Park Community Academy aims to provide and maintain a stimulating and attractive physical environment which reflects and enhances a high quality of teaching and learning by: -

- Promoting pupil's active involvement in creating a caring, positive and stimulating Academy environment.

Park Community Academy aims to afford every pupil an equal opportunity to take part in his or her learning regardless of race, religion, culture, gender or special educational need by: -

- Ensuring all pupils have an equal access to the curriculum and extra-curricular opportunities.

- Regularly reviewing the teaching resources and materials.

- Ensuring the purchasing of new material considers the equal opportunity policy.

CURRICULUM

Park Community Academy aims to positively support all pupils' learning needs and assist them in their personal, social, physical, emotional, moral, spiritual and cultural development through the delivery of a broad and balanced curriculum that:

- Provides a well-planned and structured curriculum which includes academic and social experiences.

- Demonstrates differentiation in resources and assessment opportunities.

- Ensuring the pupils' entitlement to National Curriculum subjects and encouraging the highest possible levels of attainment and achievement through:

- The implementation of the Assessment, Recording and Reporting policy and practice which include statutory tasks/tests, external examinations, continuous teacher assessment and processes to monitor and challenge pupil progress and achievement.

- A Record of Achievement system which both recognises pupils' achievements and attainments and enables each pupil to be actively involved in setting their own targets as they progress through the different key stages.

Meeting the needs of individual pupils and monitoring their development and progress through:

- The process of Annual Reviews.

- The setting of clear targets linked with realistic and relevant strategies which form each pupil's annual review.

- The application of whole school curriculum and assessment policies, and practice which operates effectively within and between each key stage.

- Providing information and encouraging the involvement of parents in their child's learning and progress, through parent's evenings, Review meetings, Homework, PCA web site, class blogs. PCA Newsletter and twitter.

Helping pupils to develop a positive self-image through:

- An age appropriate reward system which emphasises each pupil's own achievements for acceptable behaviour and work.

- A Record of Achievement system which supports and reflects each pupil's success.

- A well-resourced curriculum that enable pupils to tackle new challenges presented in relevant and meaningful ways.

Encouraging the pupils to show a tolerance and understanding of the needs of others through:

Providing a climate which supports the development of positive behaviours and encourages the attainment of high standards of discipline for all pupils based on mutual respect and individual and collective responsibility through:

- The whole school 'Golden Rules and the 'Home School Agreement'.

- Rewarding positive behaviours on a daily basis through whole school strategies.

- Providing positive role models in an atmosphere of relaxed vigilance where staff are approachable and friendly.

Developing independence and respect for others in preparation for a responsible adult life after leaving the Academy through:

- The delivery of a broad and balanced 14-19 curriculum which affords all pupils the opportunity to learn through work related contexts.

- Opportunities to take part in relevant external examinations and assessment units.

- Through the application of the 'Golden Rules' and 'Home School Agreement'.

- Public recognition of pupil's achievements both in the classroom, and through class blogs, newsletters, twitter and assemblies.

STAFFING AND RESOURCES - FINANCIAL MANAGEMENT

Park Community Academy aims to operate a financial system which supports the highest quality of teaching and learning for all pupils by:

- Identifying a senior business leader with responsibility for whole school financial management.

- Ensuring the financial procedures match EFA and OFSTED recommendations.

- Advising the Staffing and Finance Committee of the Academy's Governing body.

PROFESSIONAL DEVELOPMENT

Park Community Academy aims to support the professional development of all staff by:

- Ensuring the staff development policy is in place and regularly reviewed and updated.

Operating an effective staff development system which:

(a) identifies individual, Academy, team and department needs;

(b) identifies and supports training opportunities for all staff;

(c) regularly reviews development and target setting;

(d) forms part of the whole S.D.P

(e) ensures the training budget supports relevant training opportunities to best effect.

(f) support research led developments and training

ORGANISATION, ADMINISTRATION & MANAGEMENT

Park Community Academy aims to operate efficient administrative and organisational systems through consultation, communication and decision making to meet the needs of all members of the Academy community by:

- The efficient delegation of administrative and organisational tasks.

- Operating efficient communication systems within the Academy.

- Co-ordinating the work of key stage team leaders to facilitate cross school liaison, development and direction.

- Ensuring management roles and responsibilities are clearly designed and periodically reviewed.

- Facilitating training opportunities appropriate to the development of administrative staff.

COMMUNITY

Park Community Academy aims to ensure that its community support the highest possible quality of education by:

- Working together with the Governing body to meet the statutory requirements related to the discharge of its responsibility.

- Developing the practice of Governors working with the pupils and staff in the Academy.

- Developing positive links with parents and promoting parental involvement in their child's learning and progress, and the life of the Academy.

- Actively developing links with the Academy's local community.

Park Community Academy aims to identify and remove barriers to all members of the community with disabilities. We will do this by complying with The Equality Act 2010

- promote equality of opportunity between people with disabilities and other people;
- eliminate discrimination that is unlawful under the The Equality Act 2010 ;
- eliminate harassment of people with regard to their disability
- eliminate harassment to those associated with people with disabilities
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs through making reasonable adjustments within our means.

Park Community Academy recognises the definition of Disability as set out in the Equality Act 2010. In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act. Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder

(ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

• mobility;

• manual dexterity;

• physical co-ordination;

• continence;

• ability to lift, carry or otherwise move everyday objects;

• speech, hearing or eyesight;

• memory or ability to concentrate, learn or understand;

• perception of risk of physical danger.

Some people are automatically covered by the definition: including those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Increasing the extent to which disabled pupils can participate in the school curriculum

- We will ensure that each individual is given support and encouragement in identifying and fulfilling his or her potential; working with parents prior to the pupils joining our academy and throughout their school life will help us develop the most appropriate support.
- We will ensure that all pupils achieve to the highest possible level in line with their potential and that they leave with a wide range of skills, knowledge and attitude to enable them to make successful transitions from PCA.
- We are constantly looking at ways to improve our curriculum through subject specialism and training.
- Training is delivered through the expertise of our own staff, our multi-agency partners, visiting speakers or external course providers. Training is delivered to the whole staff or individual staff as appropriate.

We use a range of approaches to deliver the curriculum.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Liaise with feeder schools/home to ascertain support required for children due to arrive.
- Provide facilities and equipment to develop independence for all pupils

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- To support pupils with accessing written communication through a range of strategies including large print, simplified language or illustrations to include visual timetable and transition strategies.

- To establish ongoing communication regarding The Equality Act 2010 through parental consultation
- To support parents with accessing written communication through readability checks on letters. School Newsletter to be dyslexia friendly,

Park Community Academy

Accessibility Action Plan

<mark>Updated Targets 2020 - 2022</mark>

Aims

(i) Increasing the extent to which disabled pupils can participate in the curriculum

(ii) Improving the physical environment of schools (An Access Audit was carried out in and a number of recommendations made)

(iii) Improving the availability of accessible information

	Target	Actions	Monitor / Evaluation	Rag Rating
(iii)	All staff aware of different methods of enabling all pupils to access the curriculum. (Differentiation)	• Undertake an audit of staff training requirements • Provide targeted training for Teacher, SSA. ATA • Attending training in relation to educational research materials.	• SIP and Training Records • Reports to Governors • Lesson Observations	G
(i)	To develop evidence-based practice to (1) establish where students are in their learning; (2) decide on appropriate teaching strategies and interventions; and (3) monitor student progress and evaluate teaching effectiveness	• Research Lead Position Created • Increased staff completing - NPQML, NPQSL and NPQH.	• NPQML, NPQSL and NPQH – courses passed.	G
(i)	To ensure that all staff have a clear understanding of the SEND Code of Practice and the EHCP / Review process.	• Training provided by the SENCOs - INSET and through regular staff meetings.	• H/T report to Govs • Training Logs	G

		• SENCOs to attend termly LA SEND network meetings		
(i)	To ensure staff are trained to support pupils with a wide range of needs including ASD, ADHD, Dyslexia and Dyspraxia, and Downs Syndrome.	• Training for all new members of staff. Updates and rolling programme of training for all staff. • Targeted staff to complete Postgraduate and Masters level qualification in SEND.	• H/T report to Govs • Training Logs	G
(i)	To ensure staff are trained to support pupils with medical conditions	• Update staff training annually in Asthma Epilepsy • Diabetes • and as required in other specific conditions. • Update Medical Conditions policy annually and ensure annual parents return is gathered. (OS3)	• Training Logs • E Mail	G
(i)	To ensure staff are trained on the Restorative approach to improve behaviour To ensure that staff are trained to support pupils with emotional needs.	• Training for all new members of staff. • Updates and rolling programme of training for all staff	• Training Logs • H/T report to Govs	G
(iii)	To improve transitions for all pupils with SALT Advice.	• Advice provided by the Speech and Language Therapist. • Complete a staff Audit • Develop a transition Strategy Document • Increase the Communication Champion Role	• Staff Appraisal • H/T report to Govs	G
(iii)	To improve accessibility for VI pupils	• Connect' ipads to classroom whiteboard through the app. Join Me – Ipads for targeted children	• Monitoring by the Advisory Teacher for VI each Term	R

		• 2020 – Two pupils using electronic visual equipment		
(ii)	To ensure that any building improvements support pupils with VI/ Autism/ physical needs	• Create secure internal entrance lobby with wide door	• SLT and Team Leaders • SIP	G
(iii)	To improve accessibility for pupils with dyslexia	• Advanced Qualified Dyslexia Teacher • Whole school Phonics Curriculum Development	• Training Log • Staff Appraisal • H/T report to Govs • 2020 • English subject lean enrolled on specialist Dyslexia Course	A
(i)	Development of a Forest School	• Create a secure Forest school site. • Whole school staff Training. • Create a new subject lead post. • Specialist Training for Subject Leader	• Lesson Observations • Staff Appraisal • H/T report to Govs • SIP • 2020 – Inset Training for all staff completed. • 2020 – 21 – Forest school size to be increased • Primary Subject lead to be allocated	A
(i)	Emotional well-being -To support children with Change and loss in their lives	• Increased Access to Learning Mentors. • Increased access to ELSA • Increased access to SFS Team	• Staff Appraisal • H/T Report to Govs	G
(i)	Establish effective cross school representative well-being group.	• Whole staff meeting – elect representatives to support all aspects of workforce. • Utilise directed time.	• H/T report to Govs • SIP	G
(i)	To increase pupil access to therapeutic behaviour programmes (e.g. School Dog, Lego Therapy, Elsa, Walk and Talk Therapy, Edge of Exclusion support).	• Timetable specific allocated timeslots for these activities. • CPD opportunities to train up more staff in the delivery of these programmes.	• HT report to Govs • SIP	A

(iii)	To review the school's behaviour management and reward systems to ensure they remain age appropriate to help children make the right choices (Behaviour Watch / Vevo / online point system).	• Implement Behaviour Watch electronic behaviour management system across PCA. • Provide training as appropriate. • Regularly monitor the behaviour management system to ensure it reflects the needs and age range of the pupils. • Evaluate the impact and effectiveness of interventions and ensure they are evidence based.	• Electronic behaviour management system in place. • HT report to Govs • Behaviour data. • SIP	G
(ii)	To increase the disabled spaces near to the main school entrance	• Site Markings	• Site Supervisor	G
(iii)	To improve the progress and participation for pupils with sensory and or physical difficulties	• Sensory Lead Position created • Whole school Sensory Policy • Sensory diets embedded in each class • 2 x Whole school Training Sessions by Julia Dyer OT	• HT report to Govs • Staff Appraisal • Training Log	A

Need map with access arrangements on it

http://www.billesleyschool.co.uk/index.php/parents-information/accessibility-plan