

Parklands Primary School Accessibility Plan



Approved by:

Date:

Last reviewed on:

Next review due by:

Aims of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

This plan has been created based on information provided by the Local Authority, and in conjunction with children, parents/ carers, staff and governors of the school.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as pupils without a disability. This encompasses teaching and learning and the wider curriculum of the school, including participation in after school clubs, school trips. It also includes the provision of specialist of auxiliary aids and equipment which may assist these pupils in accessing the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

All our pupils have the right to an education which is appropriate to them as individuals. It is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Quality first teaching Appropriate tailored differentiation to suit the needs of all pupils. Adapted environment	Increase confidence of staff in differentiating the curriculum. Ensuring that the environment in which tests are taken meets the needs of identified pupils. To continue to ensure that pupils with sight, physical and hearing impairment are able to access the curriculum.	Provide suitable training. To provide an appropriate place in which tests can be carried out. Seek advice and guidance from expert sources on strategies.	Headteacher SLT/ Class Teacher SENDCOs		Raised staff confidence in strategies for differentiation Identified pupils can undertake tests in optimal conditions with barriers to achievement removed. Identified pupils are able to access the curriculum.

<p>Improve and maintain access to the physical environment</p>	<p>All entrance/exits to buildings to be accessible to all.</p> <p>All steps and slopes to be highlighted and marked with yellow paint.</p>	<p>To maintain high visibility edging to slopes, steps and other areas.</p> <p>To ensure the school building and facilities continue to be accessible to all.</p>	<p>Site manager to repaint as necessary.</p> <p>Send questionnaire to new parents/carers about access needs on an annual basis.</p>	<p>S Stevens Site Managers</p>	<p>Lines clearly visible at all times.</p> <p>All pupils, parent/carers are able to access all areas of the school.</p>
<p>Improve the delivery of information to pupils and parents/carers with a disability</p>	<p>All information to be provided in alternative languages upon request.</p> <p>All information available electronically and paper copy.</p> <p>Face to Face meeting where necessary to provide extra support with accessing information.</p>	<p>Review information to parents/carers to ensure information in letters etc is accessible.</p> <p>To be able to provide information in other languages for pupils, parents/carers.</p>	<p>Send questionnaire to new parents/carers about access needs on an annual basis.</p> <p>Produce information in suitable format as necessary, e.g. large print or EAL</p> <p>Access to translators and interpreters through the EMA.</p> <p>Translations of printed information.</p>	<p>Headteacher SENDCOs</p> <p>SENDCOs</p>	<p>All parents/carers receive information in a format that is accessible.</p> <p>All pupils, parents/carers receive information in a suitable language when required.</p>

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A		
Corridor access	Double doors 2.5 mtr wide	All corridors clear of obstructions.	Site staff	
Lifts	0	N/A		
Parking bays	1 disabled bay	Only to be used by people with appropriate badge		
Entrances	1 main 27 entrances to outside buildings	All slopes and entrances checked, highlighted with marking paint and maintained	Site staff	
Ramps	11	Ramps to be highlighted with yellow paint to signify change in level	Scott Stevens Site Staff	
Toilets	3 main toilet block	2 Disabled toilet accessible from side entrance		

	4 Disabled toilets	door and slope and 2 accessed internally		
Reception area	Ramp to entrance, double width doors. Large open space.	Doors maintained and checked on a regular basis	Site staff	
Internal signage	Signage enlarged	Signage to be updated for all fire exits/emergency exits	Scott Stevens	
Emergency escape routes				