



Park Street C of E Primary School



POLICY:

ACCESSIBILITY PLAN

Date of approval:

APRIL 2024

Date of review:

APRIL 2027

Flourish and
"Let your light shine."
Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

ACCESSIBILITY PLAN 2024-2027

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. At Park Street C of E Primary School, our vision 'Flourish and Let Your Light Shine' reflects our commitment to ensure that all children make progress academically and in their personal, social and emotional development. We are an inclusive school and believe that all children have an equal right to a broad and balanced curriculum with high quality learning opportunities. We want every member of our school community to feel they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

AIM	CURRENT GOOD PRACTICE <i>Including established practice, and practice under development</i>	OBJECTIVES <i>Short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a broad and ambitious curriculum for all pupils with effective SEND provision in place</p> <p>Resources are tailored/ adapted to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure</p>	Ensure the curriculum can be accessed by all children	Monitoring of curriculum implementation	Class teachers SENCo SLT	Ongoing	All pupils, including those with disabilities make progress across the curriculum

	<p>it meets the needs of all pupils</p> <p>Teachers and TAs have the necessary training to teach and support disabled pupils.</p> <p>Access to computers or other appropriate technology is provided for students with disabilities.</p> <p>School visits are made accessible to all pupils irrespective of attainment or impairment.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramp to hall/library • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Areas are well lit and emergency lighting in case of power failure-battery backups • All furniture is suitable and any specialist items required are obtained quickly. • Grab rails fitted by stairs 	<p>Ensure there is easier wheelchair access to whole school</p> <p>Ensure emergency lighting is tested annually</p> <p>To identify areas which pose any risks of incidents for pupils with physical disabilities.</p>	<p>Explore additional wheelchair ramps for movement within school</p> <p>Tests conducted</p> <p>Health and safety walks</p>	<p>SLT</p> <p>Caretaker</p> <p>Caretaker/ SLT</p>	<p>Summer term annually</p> <p>Annually</p> <p>Annual review</p>	<p>There will be easier access to the all parts of the school</p> <p>Pupils access classroom comfortably</p>

	<ul style="list-style-type: none"> • Entry bells on both school gateways to have signs on offering assistance to disabled visitors 					
Improve the delivery of information to pupils (and parents/carers) with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • ICT e.g through laptops/ipads • Pictorial or symbolic representations 	<p>Short term: To identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.</p>	<p>Provision map to indicate:</p> <ol style="list-style-type: none"> a) Formats which need changing. b) Strategies needed to do this. c) Support Services consulted for advice. 	All staff SENDCo	Ongoing	<p>Students are able to access all information shared with them</p> <p>Students able to communicate the effectiveness of the curriculum</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and approved by the resources committee.

5. Links with other policies

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

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

Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.