



Park Street C of E Primary School



POLICY:

ACCESSIBILITY PLAN

Date of approval:

APRIL 2024

Date of review:

APRIL 2027

In our school our Christian vision shapes all we do.

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

Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies

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	Area of Need	Strategies/Actions to be Taken	Timescale	Priority	Cost	Date Completed	Responsibility
Increase Access to the Curriculum for Pupils with Disabilities	Differentiation in Teaching	Monitoring of Provision	Continual	High	None	Ongoing and staff appraisal cycle 2 x year	Headteacher/SENCO
	Interventions	Provision Map and High Quality Teaching	Continual	High	None	1 x term provision maps updated (although they are working documents too) High quality teaching is monitored	Headteacher/SENCO

					red throug h apprais al cycle and HIP visits	
Organised Classrooms	ELSA Resources for adults to use to enhance learning in social and emotional areas.	Resources have been bought – to be printed, organised and trialled before summer term 2021 when ELSA training is rolled out	High	Paid for with £500 grant from local authority	By end of Summer term 2021 their use will be embedded	Headteacher/SENCO/ELSA TA
Staff Training in Provision	Refresh staff knowledge of Assess Plan Do cycle and Literacy /SEN interventions/One Page Profiles	Continual	High	None	Autumn Term 2020 – plus ongoing support for new staff	Headteacher/SENCO
Staff training in SEND Pupils – Focus on Key School	Autism training for new staff members	Termly Staff Meetings	High	None	By end of 2021 but sooner if training	Headteacher/SENCO

	Areas i.e ASD and Dyslexia	Mental Health Training				g dates come up	
Improve and Maintain Access to the Physical Environment For All	Corridors	Keep clear	Continual	Medium	None		All
	Disabled Parking	New signs are up but actual spot needs to be re-painted.	By Easter 2020	High	£75 paint and Labour approx		Resources Committee
	Disabled Toilet	Maintain availability and signpost for guests	Continuous	Medium	None		Resources committee
	Improvements for Visually Impaired	Edges and spaces have been painted.	By Easter 2020	High	£75 paint and Labour		Resources Committee
	Improvements for Hearing Impaired	Look into hearing loop system – does ours still work or do we need a new one?	By Feb half-term 2020	Medium	Will depend on outcome of investigations		Resources Committee
	Improvement movement around school	Fit grab rails on internal stairs by staff room Fix flooring trip hazards	Done	High	£80 parts and labour per rail		Resources Committee
	Improvement movement around school	Entry bells on both school gateways to have signs on offering assistance to disabled visitors	By Feb half term 2020	Low – due to corona visitors must make appointments to come on site	£100 approx		Resources Committee
Improve the Delivery of Written information	Availability of Written Material in alternative	Locate services available to convert written information	Continual	High	Will depend on resources needed,		Senco

tion to Pupils and Parents and Carers	e formats when requested	into alternative formats – Central School in Watford have a voluntary system available			but volunteers are available from other schools when needed depending on language spoken.		
	Review Website documentation	Ensure EAL versions of documents on website are available when there is a need	Review when new families join the school	High	Will depend on outcome of investigations		Office Staff

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 and approved by the headteacher.

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.