

Park Street School Accessibility Plan 2020-2021

At Park Street C of E Primary School our school motto 'Together We Learn, Together with God' reflects our commitment to a school where everyone is valued and included, including the carers and families of the children that attend and other visitors to our premises. Children are provided with high quality learning opportunities so that every child attains and achieves all that they are able to. We want every member of our school community to feel they truly belong and are valued. We work hard to recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that: 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion, belief or sexual orientation.'

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

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

Objectives

Park Street C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to develop a culture of inclusion, support and awareness within the school.

The school recognises parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The Accessibility Plan contains relevant and time actions to:

Increase the extent to which pupils with disabilities can participate in the curriculum;

Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.

Improve the availability of all accessible information for disabled pupils.

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

Behaviour Policy

Curriculum Policies

Health and Safety Policy

Medical Conditions Policy

School Development Plan

School Information Offer

SEND Policy

The Accessibility Plan for physical access relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An audit will be completed by the school at the end of each two-year period covered in this plan in order to inform the development of the next plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the resources committee.

It is a requirement that the school's Accessibility Plan be resourced, implemented, reviewed and revised as necessary and reported on annually.

Aim	Area of Need	Action 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 through appraisal cycle and HIP visits	Headteacher/Senco
	Organised Classrooms	ELSA Resources for adults to use to enhance learning in social and emotional areas.	Resources have been bough – to be printed, organised and trailed 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	Continual	High	None	Autumn Term 2020 – plus	Headteacher/Senco

		Assess Plan Do cycle and Literacy /SEN interventions/One Page Profiles				ongoing support for new staff	
	Staff training in SEND Pupils – Focus on Key School Areas i.e ASD and Dyslexia	Autism training for new staff members Mental Health Training	Termly Staff Meetings	High	None	By end of 2021 but sooner if training dates come up	Headteacher/Senco
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
	Improve 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

	Improve 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 to Pupils and Parents and Carers	Availability of Written Material in alternative formats when requested	Locate services available to convert written information into alternative formats – Central School in Watford have a voluntary system available	Continual	High	Will depend on resources needed, but volunteers are available from other schools when needed depending on language spoken.		Senco
	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

List of spaces and edges to be painted yellow, grab rails for steps and flooring to be fixed
EYFS/KS1 By red bin paint edge of path where tarmac and tiles meet at a lip
Year 6 – paint door step yellow. To do
Step in playground parallel to netball court lines – pain yellow To do
Paint hall steps yellow Completed
Paint staffroom steps yellow Completed

Paint Year 3/4 steps yellow Completed
Paint Year 1/2 steps yellow Completed
Writing shed step – paint yellow To do
EYFS – small step into back door To do
Year 1 – back door step To do
Paint step to corridor in Year 5/6 Completed
Hall fire exit door step – paint yellow or white To do
Paint internal steps at year 3/4/1/2 yellow or white Completed
KS2 – 2 steps with no grab-rails
Year 1 – 1 step no grab rail To do
Year 2 – 2 steps no grab rail To do
Year 4 – 1 step no grab rail To do
Year 3 – 1 step To do
Fix flooring in EYFS corridor Completed
Year 1 /2 carpet/Tile Edging missing (trip hazard) Temporary. Carpet fitter to see.