

Accessibility Plan



Parkland
Primary School

Learning together

Parkland Primary School

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Approved by:	Advisory Board	Next review date:	November 2025

Document Purpose

At Parkland Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising 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. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Advisory Board members 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 equality 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 or belief and sexual orientation”.

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

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

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Objectives

Key Objective: To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Parkland 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 developing a culture of inclusion, support and awareness within the school.

The school recognises and values 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.

Parkland Primary School 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 practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase **access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Parkland Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies

- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Advisory Board. 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 accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This policy, having been presented to and agreed upon by the whole staff and Advisory Board is distributed for the information of

All teaching staff

All teaching assistants

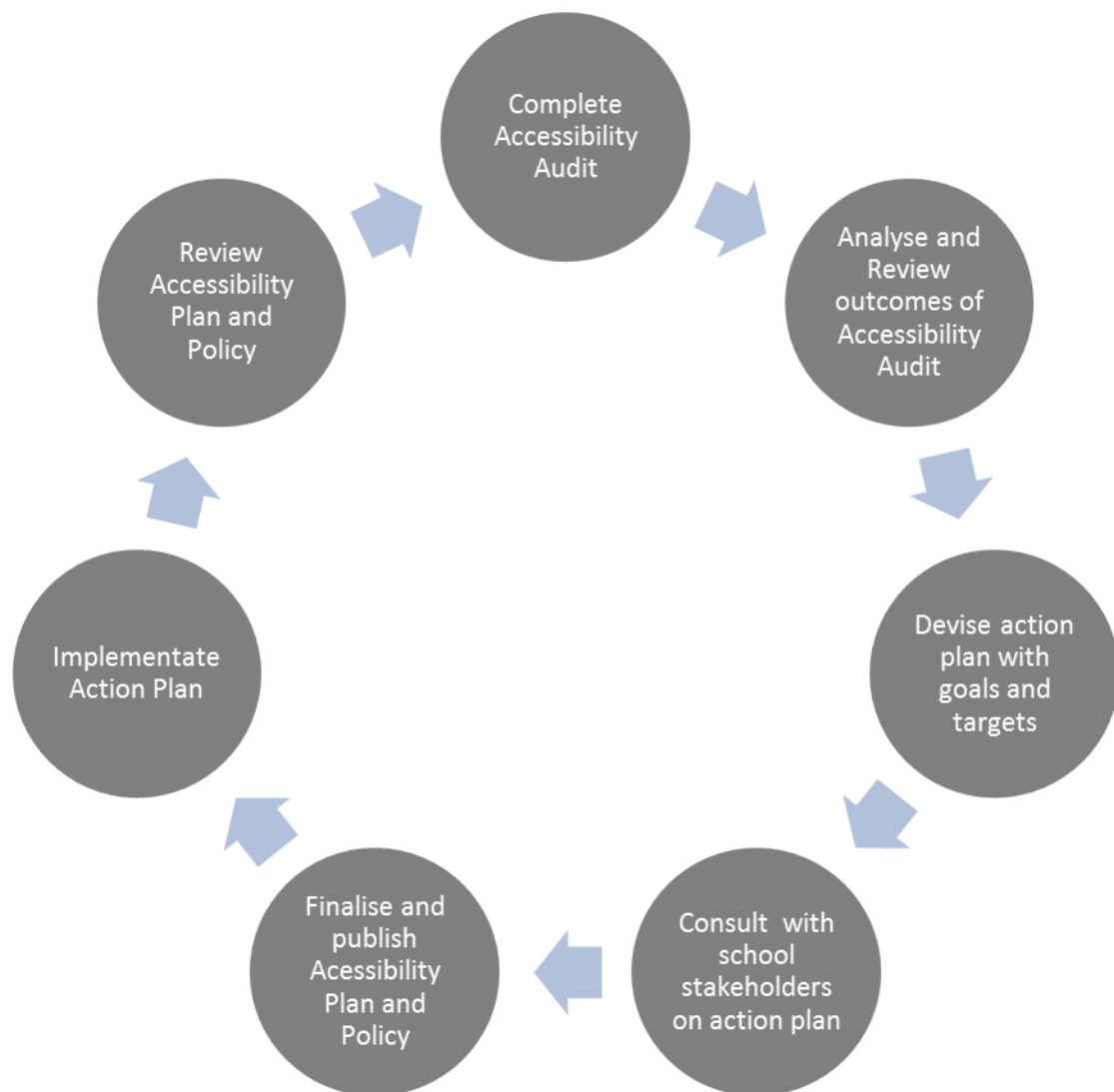
All school support staff

A copy of this policy is available for

- School governors
- External professionals
- OFSTED
- Parent
- Visiting teachers
- Other interested adults (psychological services etc.)

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary Parkland Primary School will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for.



IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in

alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	2	Most KS1 classrooms have a small step to exit the room. Use removable ramp option.
Does the size and layout of the areas including all academic, sporting, play, social facilities- classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils?	2/3	The internal fire doors are heavy and could prove hard to open. Some spaces are small and would be tight to manoeuvre a wheelchair.
Can pupils that use wheel chairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	2	See above
Are pathways of travel around the school site and parking arrangement safe with routes logical and well signed?	1	We have electrical gates to keep safe within the school boundaries. Paths are clear all around the school.
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components?	1	Fire evacuation practise is carried out each term. There is a PEEP in place for any child with mobility, hearing, sight or behavioural issues and a designated person responsible for them to ensure safe and swift evacuation for all. Alarms have a flashing light as well as a bell sound.
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons?	2	Stripes on steps and other potential hazards. Explore the feasibility of braille around school.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	1	Most doorways have contrasting colour to the walls, signage is clear.
Are areas to which pupils should have access well lit?	1	
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	3	Classrooms are partially carpeted. Steps (except for the hall) are carpeted. Acoustics in 2 large Six acres classrooms are unsuitable for Hearing Impaired pupils.

Is furniture and equipment selected, adjusted and located appropriately?	1	Different age groups have different sizes. Furniture is swapped as appropriate.
Are quiet rooms/calming rooms available to children who need this facility?	1	
Are car park spaces reserved for disabled people near the main entrance?	1	One disabled parking space at main entrance and clearly marked.
Are there any barriers to easy movement around the site and to the main entrance?	3	Doors and some steps, though routes can be organised that miss all steps if needed.
Are steps needed for access to the main entrance? Y/N Do all those steps have a contrasting colour edging?	1	Permanent ramp.
If there are steps, is a ramp provided to access the main entrance?	1	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	1	
Is it possible for a wheelchair user to get through the principal door unaided? Y/N If no, is an alternative wheelchair accessible entrance provided?	2	There is a ramp but the weight of the door causes a problem. There is a camera so staff can be available for a wheelchair user.
Do all internal doors allow a wheelchair user to get through unaided?	3	The width is fine but the weight of the door causes a problem.
Do all the corridors have a clear unobstructed width of 1.2m?	2	Yes as long as furniture is not moved and chairs are tucked in.
Does the school have a wheelchair accessible toilet?	1	There are 2 accessible toilets.
Does the block have accessible changing rooms/shower facilities?	1	
How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey?	b	
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	1	
Is there a continuous handrail on each internal stair flight and landing?	2	Not on both sides.
Does the block have a lift that can be used by wheelchair users?	N/A	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	2/3	They would struggle in some cases without assistance. Individuals have personal evacuation plans where needed. We have a portable ramp that can be taken around the school.

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	2	All staff are trained as the need arises. Training around individual needs for relevant staff.
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	<ul style="list-style-type: none"> • VI support • HI support • Autism Outreach • EPIC Educational Psychology Service • EPIC Speech and Language Therapy Service
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	1	.
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	1	
Do lessons provide opportunities for all pupils to achieve and succeed?	1	
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	This would be organised on a case-by-case basis.
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	
Do you provide access to appropriate technology for those with disabilities?	1	VI support providing specialist resources Coloured filters for reading Left-handed scissors/ pens
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	Risk assessments for SEND. Various residential trips organised for year groups throughout the year.
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	1	Key children with high needs have a number of visits arranged to their new school. Support for parents. Meetings with new staff and all

		paperwork securely transferred.
Are there high expectations of all pupil's behaviour?	1	Consistent system across the whole school. Targeted support for those with SEMH needs.
Are pupils equally valued?	1	
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	1	

Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	1	Parents are asked on entry and their communication needs recorded on Scholarpack.
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, overhead projector and describing diagrams.	2	To be considered for parents.
Do you have facilities such as ICT to produce written information in different formats?	1	
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	Ongoing training including relevant training on a case-by-case basis.
Are the 'responsible body' aware of their duties and responsibilities under DDA?	2	

Accessibility Plan Key Recommendations

Physical access	External doorbell by the main door.
Curriculum access	Ensure activities are accessible to all pupils, considering timetabling particularly.
Information access	

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure furniture is positioned to enable at least 1.2m passage.	Discussions with pupils about keeping areas tidy. Staff to ensure areas are obstacle free.	Pupils to put personal belongings away in lockers and tuck chairs in. Staff to adjust furniture when needed.	Ongoing	SLT All staff	Corridors are clear of obstacles. All staff are proactive at dealing with identified obstructions.

Medium term	Improve access at the main door	Add a door bell to alert staff if someone is unable to open the external door.	Office staff are on hand to support.	Summer 2023	Premises Officer	The bell is clearly visible and accessible.
Long term	Improve communication methods on signs.	Provide braille and symbols on any new signage, as well as words.	Communication on signs is clear.	2022-2023	Premises Officer and SENDCo	The building can be navigated with ease.

Access Plan- Curriculum Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Staff have access to regular training.	AET tier 1 for all staff	Staff are well equipped to deal with pupil needs.	Ongoing	SENDCo	Staff feel confident. Pupil needs are met.
Medium term	Ensure thorough transition.	Incoming pupils have an induction	Pupils are thoroughly prepared and secure in	Ongoing	SENDCo/pastoral	Pupils transition to Parkland smoothly. School is well informed

		process.	starting.			and in turn prepared for incoming SEND pupils
Long term	SEND provision allows all pupils to access a wide curriculum.	The profile of SEND is raised and maintained. All school documentation is updated.	SEND provision for pupils is inclusive. Records of SEND provision are concise.	Ongoing	SENDCo/all staff	All pupils access a broad and balanced curriculum. All records kept accurately and document provision.

Access Plan- Information Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure all staff are aware of their responsibilities in regard to SEND.	Regularly update staff about their responsibilities.	Staff are clear of their responsibilities.	Ongoing	SENDCo	Staff are clear what their responsibilities are.

Medium term	Ensure records are updated including parent needs.	Ensure question is included on induction forms.	Parents' needs considered in communication methods and approaches.	Ongoing	SENDCo	Communication is clear to everyone.
Long term	Ensure lines of communication with parents and carers are clear for all.	Use transcription and translation software.	All families access school information with ease.	July 2023	All staff	All families communicate effectively.