Parkland Primary School

Accessibility Plan

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

 Parkland Primary School's 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's 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 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 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 plan, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of

All teaching staff

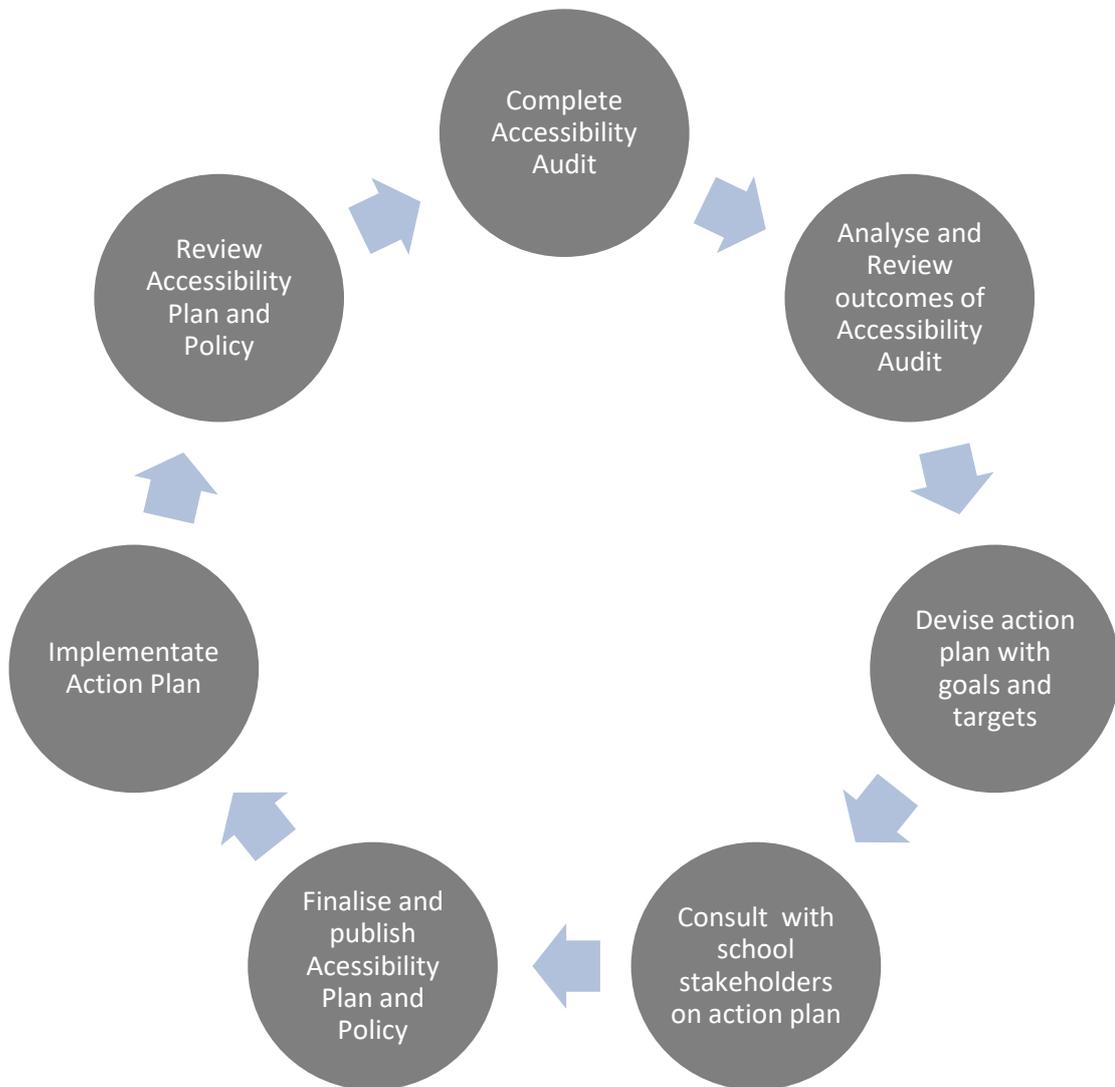All teaching assistants

All school support staff

A copy of this plan 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.

Complete Accessibility Audit

Analyse and Review outcomes of Accessibility Audit

Devise action plan with goals and targets

Consult with school stakeholders on action plan

Finalise and publish Acessibility Plan and Policy

Implementate Action Plan

Review Accessibility Plan and Policy

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. Look into removable ramp options.*
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 sight and parking arrangement safe with routes logical and well signed	1/2	*Parking is well signed.* *The front external door is heavy and there are limited ways to attract attention if you are outside. Look in to fitting a door bell.*
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	*Alarms have a flashing light as well as the 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 including 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?		*No*
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	*All carpeted bar the ones in the hall. Acoustics in 2 large Sixacres classrooms are unsuitable for HI pupils.*
Is furniture and equipment selected, adjusted and located appropriately?	1	*Different years have different sizes.*
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	
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?	3	*There is a ramp but the weight of the door causes a problem. We are looking at a door bell.*
Do all internal doors allow a wheelchair user to get through unaided?	3	*The width is fine but the weight of fire doors cause 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	
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.*

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	2	*We have an ongoing cycle of SEND training. Tight 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	
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	*Inclusive culture at school.*
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	
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	
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.* *Incoming pupils have home visits in EYFS, meetings with previous school staff.*
Are there high expectations of all pupils behaviour?	1	
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?	2	*Pupils are well catered for.* *Parents to be 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, over head projector and describing diagrams.	2	*Certainly in place for pupils. In regard to parents, this is an area to consider further.*

Do you have facilities such as ICT to produce written information in different formats?	2	*Signs and symbols software. No direct access to braille.*
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	*We have an ongoing cycle of SEND training across the trust.*
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	*A register of parents for which written communication is not appropriate and a list of better communication forms.*

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure furniture is positioned to enable at least a 1.2 meter passage.	Discussions with pupils about keeping areas tidy.\n\nStaff to ensure areas are obstacle free.	Pupils to put personal belongings away in lockers and tuck chairs in.\n\nStaff to adjust furniture when needed.	Ongoing	SLT\n\nAll staff	Corridors are clear of obstacles.\n\nAll staff are proactive at dealing with identified obstructions.
Medium term	Improve access at the main door.	Add a door bell to alert office staff if	Office staff are on hand to offer	Spring '20	Premises officer	The bell is clearly visible and accessible.

		someone is unable to open the external door.	assistance when needed.			Suitable staff are alerted by it.
	All classrooms can be easily accessible.	Purchase removable ramps.	Easy access in and out of all classroom external doors.	Jul 20	Premises officer	All external doors can be accessed with ease.
Long term	Improve communication methods on signs.	Provide braille and symbols on any new signage, as well as words.	Communication on signs is clear.	Sep'21	Premises officer/SENDCo	The building can be navigated with ease without the use of written words.

Access Plan- Curriculum Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Continually ensure that new staff access core training to bring them in line with existing staff.	AET tier1 for all new staff	Staff are well equipped to deal with all pupils needs.	On going	SENDCo to organise.	Staff will feel confident. All ASD pupils needs are met.
Medium term	To ensure that transition is thorough.	Incoming pupils mid-year to have a home visit. Incoming pupils information to be received and digested in advance of	Pupils are thoroughly prepared and secure in starting. School are well informed	Sep'20	Pastoral/ SENDCo	Pupils transition to Parkland smoothly. Parkland are well informed and in turn prepared for incoming SEND pupils.

		their arrival at school.	about pupils needs prior to arrival.			
Long term	SEND provision allows all children to access a wide curriculum.	The profile of SEND is raised and maintained. All school documentation and records are regularly updated.	SEND provision for pupils is inclusive. Records of SEND provision are concise.	On going	SENDCo/All staff	All pupils access a broad and balanced curriculum. All records kept accurately documents pupil provision.

Access Plan- Information Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure all are aware of their responsibilities in regard to SEND.	Clarify DDA responsibilities. Regularly update staff about their responsibilities.	Staff are clear of their individual responsibilities.	Jul'20	SENDCo	Staff are clear what DDA responsibilities are. Staff are clear on their individual roles and responsibilities.
Medium term	Expand record keeping and information to include parent disabilities (if they are	Add this questuin to induction forms. Record this information on each pupil's	Parents needs will be considered in communication methods and approaches.	Sep'20	SENDCo/ office staff	Communication is clear to everyone. Communication is improved.

	comfortable disclosing it)	page on ScholarPack	Staff use communication software.			
Long term	Ensure lines of communication with parents and carers are clear for all people.	Invest in software for braille, transcription and translation.	All families access school information with ease.	Jul'21	All staff	All families are communicated with effectively.