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ACCESSIBILITY PLAN



Document Control

This document has been approved for operation within:	Parklee Primary School
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1.0 AIMS

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

The purpose of this plan is to show how Parklee Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Our 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability.

The school supports any available partnerships to develop and implement the plan.

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

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

If you have any concerns relating to accessibility in school, please raise these concerns following the procedure set out in the complaints policy.

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

2.0 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. At Parklee, it is the responsibility of the parent/carer to disclose if their child falls within the above definition.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.0 ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Parklee offers a differentiated curriculum for children of all abilities and uses specific resources to ensure pupils are able to access the curriculum fully.	Training for specific staff in dealing with specific SEND and/or medical needs	Audit of CPD needed.	Class Teachers TA's SENDCo	Ongoing	SEND Leader - List of areas staff feel they would like training for is compiled and training is sought.
Improve and maintain access to the physical environment	Specific children have specific equipment and adaptations which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement	Arrange meetings where appropriate to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Create a pupil profile for staff to refer to if needed.	Class teachers TA's SENDCo	Ongoing	Lessons start on time and adjustments to accommodate the needs of individual pupils are in place. Staff have relevant knowledge of children in their class and can adjust

	new ideas for new pupils.					needs according to the pupil profile
	Improved access both around and in/out of school	Pram and wheelchair access improved for people to move around the school Disabled toilet information displayed	Continue to work with health and safety officer and building project manager, if applicable, to ensure safe movement in/out and around school for all	Building project manager if applicable Health and safety officer Headteacher	ongoing	Lifts, Ramps, rails etc. are installed and provide additional support needed
To ensure the school develops children's awareness of disability	Learning resources improved to show positive examples of people with disabilities in a positive light	Purchase books and resources to promote disability awareness	Provide written materials when needed in alternative formats Assemblies discuss disabilities to enable awareness and celebrate successes within a range of areas – sport, authors, artists etc.	SENDCo SLT	2024-2025	Children have an improved and enhanced understanding what it means to have a disability and that it doesn't stop you achieving your dreams
	Invite people with disabilities into school Aspirations Week	Plan assembly visits	Children to become more aware of people with disabilities in a positive manner	All staff	2024-25	Learn about the different things people have achieved
Improve the delivery of written information to pupils and parents/	Staff are welcoming and happy to invite parents and visitors into school	To ensure parents and carers are kept informed about up and	Provide information in the school entrance/noti ceboard and website to	SENDCo Lead Practitioners	2024-25	Information on display Prospectus translated.

carers		coming local events Improve communication available by ensuring any communication can be translated into the appropriate language (if needed)	direct parents and visitors to local support networks. Have school prospectus and website available in different languages.			
Improve the delivery of written information for pupils with SEND	IEPs and Reviews to be accessible via email/ electronic	Improve communication to parents and pupils with IEP and EHCP to ensure have information available to support their child.	Develop and produce clear and straight forward IEP format which is easy to access for both pupils and parents. Separate Parents Evening for SEND families to give longer appointments	SEND Leader Class teachers	2024-2025	Feedback from parents and pupils on the clarity of IEP's. indicate they are easy to understand and, consequently, user-friendly

4.0 ACCESS AUDIT

Feature	Description	Actions to be taken	Person responsible	Completion date
Number of storeys	School has areas leading to KS2 classrooms with steps with a platform lift.	Frequent maintenance checks to occur on steps and lifts. If needed – plan for classrooms to be changed in order to meet pupil needs.	Health and Safety officer Headteacher	Annually
Corridor access	All downstairs corridors are accessible for wheelchairs and wide enough for manoeuvring	Corridors to be tidy and free from obstructions	All school staff Health and Safety officer	Annually - ongoing
Signage	Improved signage in and around school.	Door signs to inform pupils, new staff and	SENDCo	Ongoing as rooms change use

		visitors of the particular use for the room To be designed and positioned to inform those with visual impairment and wheelchair users.	Health and safety officer Headteacher	
Fire alarms	Currently auditory alarm in place	Sound or visual fire alarms to be checked during drills and by maintenance.	Health and safety officer Headteacher	On going
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	When doors are replaced they will be accessible for all.	Health and safety officer Headteacher	On going
Emergency escape routes	Fire signs and emergency escape routes clearly displayed throughout school.	To ensure signs are maintained. Ensure all new areas of school adhere to current standards	Health and safety officer Headteacher	On going

5.0 MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Governing Body.

6.0 LINKS WITH OTHER POLICIES

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

- Health and Safety policy
- Fire Evacuation Policy
- Equality Information and Objectives
- Special educational needs (SEND) Information Report
- Supporting Children with Medical Needs