

Parklands Community Primary & Nursery School



Accessibility Plan

2019 - 2022

Accessibility Plan

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Key Objective of the Accessibility Plan

The key objective of this plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

In line with the Equality Act 2010, Parklands Community Primary School is committed to ensuring equal treatment of all its pupils, employees, parents and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

Purpose of the Plan

The purpose of this plan is to show how Parklands Community Primary School intends, over time, to increase the accessibility of our school.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Disability Discrimination Act 1995).

Legal background

The Disability Discrimination Act (DDA) 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits);
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education);
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Parklands Community Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the main building. There are two designated disabled parking spaces on site. All areas of the school grounds are wheelchair accessible. At present, we have no pupils who use a wheelchair, but we do have parents with mobility impairments.

Current range of disabilities & arrangements at Parklands Community Primary School

The school has children with a range of disabilities which include hearing impairment, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts external professionals for support and guidance for the school and parents. The school also works closely with Eric Wright Facilities Management to ensure that the school building and grounds are maintained in a safe and accessible manner.

We maintain a register of known medical conditions and this is updated regularly. Where children are known to have specific medical conditions, which may present a barrier to their progress in school, Healthcare Plans are documented in line with the school Medical Conditions Policy. Medication, including inhalers, is managed in school in line with the Medications Policy. We have fully trained first aiders and staff who are paediatric first aid trained.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies including:

- School Development Plan
- SEN Policy
- Equal Opportunities Policy
- Anti-bullying Policy

Availability of the Accessibility Plan

The school makes its Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy can be emailed or posted on request
- The school website

The plan can also be made available in large print sized format or other languages upon request. Please contact the school office for further details.

Organisation of the Accessibility Plan

The Accessibility Plan is organised into the following sections:

- Equality & Inclusion
- Improving physical access
- Improving access to the curriculum
- Improving the delivery of written/other information

Short term refers to actions planned during the academic year 2019.20 Medium term actions will be undertaken by the end of the academic year 2021/22.

Equality & Inclusion					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To ensure all policies consider implications of disability access.	Review of policies.	Ongoing from September 2019	KC/GB Policies Committee	Policies reflect and adhere to current legislation.
	Embed WELLCOMM programme in the Early Years to support pupils with communication and language issues.	Provide TA with full ELKLAN training to assess and support pupils in the Early Years through Wellcomm programme. Training for all staff on best practice for Speech and Language.	September 2019	SENCo	Children make rapid progress through the programme.
	System for rigorous monitoring of impact of WELLCOMM intervention supporting reporting to all stakeholders.	Evaluation leading to continuous improvement.	Spring 2020	SENCo	Improved pupil outcomes with regards to communication and language difficulties.

Medium Term	Whole school training in expressive and receptive language, in particular early language acquisition.	Consolidation of partnership work with other agencies.	2019/20	SENCo	Ongoing staff CPD leading to continuous enhancement of provision.
	Train additional staff in ELKLAN speech and language programme.	Consolidation of partnership work with other agencies. Increased capacity within school staff.	2019/20	SENCo	Ongoing staff CPD leading to continuous enhancement of provision.
	Review Accessibility Plan	Accessibility Plan reviewed in conjunction with range of stakeholders.	September 2019	KC/SENCo	Review Accessibility Plan
Long Term	Speech & Language Services to enhance delivery of support programmes in school.	Increased capacity within school staff.	21/22	SENCo	Ongoing staff CPD leading to continuous enhancement of provision.

Improving Physical Access					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Audit accessibility of school buildings and grounds to ensure that all areas are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Regular access audits to the building and facilities carried out in conjunction with Eric Wright Facilities Management.	Ongoing from October 2019 – monthly audit through the Eric Wright monthly audit meetings	KC/SR/EWFM Staff	High level of accessibility maintained.
	Monitor use of disabled facilities including designated car parking spaces in school.	Observations throughout year. Consultation with relevant stakeholders.	Ongoing from September 2019	KC/SR/EWFM	Access to designated parking areas maintained for relevant stakeholders.

Medium Term	Ensure accessibility to parent workshops and information sessions (literacy skills, in particular EAL).	All parents able to access parent workshops.	2019/2020	SLT	High level of accessibility maintained. Enhancements made based on audit outcomes.
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Improving Access to the Curriculum					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Continue to train staff to enable them to meet the needs of children with SEN/disabilities/medical conditions.	Additional training/CPD for staff	Ongoing from Autumn 2019	SLT/SENCo	Ongoing staff CPD leading to continuous enhancement of provision.
	Provide access arrangements required to meet the needs of individual pupils during statutory national assessments.	Access arrangement applications made where appropriate	Annually in Spring Term	KC/SENCo	Additional access arrangements in place to support pupils where required.
	Enhance provision for motor skills including Motor Skills United to enhance provision for pupils with developmental co-ordination delay/coordination/sensory related difficulties.	Use online tools for regular sensory breaks and MSU Embed sensory breaks into the routines of the classroom	Spring 2020	KC/SENCo	Continuous enhancement of provision for children with specific difficulties.
Medium Term	Reinvigorate use technology to support enhanced access to the curriculum for relevant pupils.	Clicker system purchased Staff training on how to use the system to support relevant pupils.	Spring 2020	SENCo	Additional ICT resources available to support pupils – improved Literacy outcomes for relevant pupils.

	Conduct review of Healthcare planning systems for children with medical conditions to ensure that potential barrier to progress are being removed by existing plans.	Systems evaluated to identify possible enhancements in conjunction with a range of stakeholders.	Spring 2020	SP	Healthcare plans maintained up to date.
	Implement ongoing refurbishment of ICT equipment to improve functionality of laptops to enhance access to learning.	Upgraded ICT facilities.	By January 2020	LH	Investment = improved provision leading to improved pupil outcomes.
Long Term	Improve community links and links with external agencies to support families of children with disabilities/additional needs.	Maintain existing links (i.e. Hinderton/Dee Banks School/Ignite). Identify other possible links with organisations in local area.	Autumn 2019	SLT /SENCo	Continuous enhancement of provision resulting from relationships with other agencies/community organisations.

Improving Delivery of Written or Other Information

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Change school website to a user-friendly, up to date and informative site.	Change school website	October 2019	KC	Website fully accessible to all stakeholders. Website in full compliance with statutory requirements.
	Include prominent notices on newsletter and website informing parents about how to access copies of information in larger text format/alternative formats.	Stakeholders with disabilities aware of method of obtaining alternative formats.	Ongoing from October newsletter 2019	KC	Parents fully informed about how to access communications in different formats.
Medium Term	Enable families to access learning in Literacy, Maths and e-safety through a wide variety of workshops on various topics	Introduce Family Learning workshops throughout the year	November 2019	KC/SMR/LP	Active partnerships enhanced by regular contact

