

Parklands Community Primary & Nursery School



Accessibility Plan

2024

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1. Aims

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

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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

At Parklands, we teach children to become successful, independent learners for life.

We deliver an excellent education which will equip the children with the skills and knowledge they need for the next stage of their learning. Our school values are carefully planned to enable children to make a positive contribution to the community and succeed in a complex world. We support our children to be independent, cooperative, respectful, responsible, resilient and ambitious.

We promote the principles of fairness and justice for all through the education we provide in our school.

We ensure that all our children have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination or prohibited conduct that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs (e.g. – when talking about gender identities/gender roles). We celebrate the cultural diversity of our wider community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

2. 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Further increase access to the curriculum for pupils with a disability</p>	<p>Within the school, there are currently a wide range of SEN and disability needs. When a specific disability is identified, the school seek support and guidance from external professionals (e.g. Community Paediatrics, Autism Outreach Team, Early Years Specialist Service) and parents.</p> <p>The school have created and implemented inclusion across the curriculum documents to support learners with additional needs in all subjects. This is to ensure each all pupils needs are met regardless of their barriers to learning.</p> <p>An online tool, Insight Tracking, is used to store, analyse and track data. This is used as a guide to initiate interventions for children who have made less progress and/or are working below the expected standard for their year group.</p> <p>Support plans are created with SMART targets to support provision for pupils with SEND. SENDCO works alongside the class teachers and Teaching Assistants to create and evaluate targets to ensure most effective strategies and interventions are put in place. These are reviewed three times a year with the SENCO, Class Teacher and Parents.</p> <p>SEND Profiles are created for those with significant cognition and learning difficulties.</p>	<p>To maintain and enhance environments within the school to further support our children with sensory processing difficulties.</p> <p>To monitor the implementation and impact of the 'Inclusion across the curriculum' documentation</p> <p>To continue to provide specialist support for children with SEND</p>	<p>Purchase a range of equipment to ensure children's sensory needs are met.</p> <p>Continue to provide training for staff</p> <p>Engage with professionals to design and implement a sensory garden within the courtyard.</p>	<p>D Snowden (SENDCo)</p>	<p>July 2024</p>	<p>Children with a range of SEND needs make good progress from their starting points.</p> <p>Children feel included across the curriculum, accessing a range of subjects.</p> <p>Children's learning, emotional and physical needs are met so that they are able to engage positively in all aspects of school life.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>This school is all at ground level, with wide corridors and doors with compliant for wheelchair access.</p> <p>There are two disabled toilets and two disabled parking spaces.</p> <p>Pupils with allergies or heightened sound sensitivity have access to the Butterfly Room to eat their lunch.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>Personal evacuation plans are created for children with additional needs, including those with acute injuries.</p> <p>Children with physical injuries such as a broken arm or leg have risk assessments completed and reasonable adjustments made (such as entering school through the front office for a shorter, quieter route).</p>	<p>Enhance the Forest School area and re-introduce teaching of forest school</p>	<p>Timetable regular forest school for classes</p> <p>Ensure that newly qualified HLTA has continued CPD to enhance teaching and learning</p>	<p>Kim Cairns</p>	<p>July 2024</p>	<p>Each class will take part in at least one half term of Forest School.</p> <p>Children with additional needs engage well in Forest School.</p> <p>Activities in Forest School enhance provision for children with SEND.</p>

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<p>Improve the delivery of information to all pupils, including those with a disability or those with EAL (English as an Additional Language)</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Signs to identify disabled toilets around the school.</p> <p>Large print resources available for children or parents who request this.</p> <p>Pictorial or symbolic representations to support our children with additional needs and provide resources on a 1:1 basis.</p> <p>Makaton used in Nursery</p> <p>Now and next boards used for children with SEND</p>	<p>To support all pupils, including those with EAL or have limited or no language</p> <p>To maintain good outcomes and participation of pupils with communication and languages difficulties.</p>	<p>Create multilingual signs around school to further support children with EAL, especially those new to the country.</p> <p>Implement the Widgit software to support engagement within the curriculum for pupils with EAL, as well as those with cognition and learning and communication and interaction difficulties.</p> <p>Continue to engage with The Bell Foundation for most recent training and practice</p>	<p>Vicky Posner (languages leader)</p> <p>Laura Hughes</p>		<p>Children with EAL and/or limited spoken English participate fully in the life of the school.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Governing Board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Suspension and Exclusion Policy