Park Primary School Accessibility Plan: Autumn 2014- Autumn 2017

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Park Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to 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 time frame.

Physical Environment

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To improve access to different floors in the building	Within the new build, ensure there is a lift available to go to	Access to each floor is available with the use of a lift.	Phil Davies to liaise with building contractors/ architects.	In line with building work.	
To ensure toilets are accessible	Within the building work and moving of the toilets ensure there is: *a wheelchair accessible toilet on the ground floor. *a smaller toilet, closer to the floor on the middle floor *separate smaller toilets for children in reception.	Different accessible toilets available throughout the building.	Phil Davies to liaise with building contractors/ architects.	In line with building work.	
To review and improve access into the school through the main entrance.	*Look at the current buzzer for entry and check if the height is in line with disability guidelines- *If not, lower it. * Add a sign to say if you require assistance entering the building; please ask as you buzz in (or similar).	*People are able to gain access to the school through the gate (with assistance)	Becky Hunt/ Phil Davies	2014-15.	
	*Ensure the new reception is wheelchair accessible and has ramps or a flat surface to allow wheelchair access. *ensure door widths meet building regulations to allow access for a wheelchair.	*The entrance is wheelchair accessible.	Phil Davies to liaise with building contractors/ architects.	In line with building work.	

Curriculum

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To improve the use of visual support to support all pupils (including those with ASD).	*Use of symbol writer software on teacher's laptops. *use of images and visual support for whole class teaching *Training TAs who work with SEN children on the importance of visual support. *Use 'buy in' speech and language therapist to embed visual support with identified children.	Visual support being throughout the day. Children's understanding is improved through the use of visual support. Transitions are smoother.	Becky Hunt-SENCo	2014-15	
To support children with physical needs in PE and in the playground.	*use of complex needs risk assessment team to identify needs and risks for specific children. *use of risk assessments for individual children. *provide adult support for individual pupils as appropriate. *talk to all pupils about safety in the playground (Sep 14 and on-going)	Children supported effectively and safely in PE and in the playground.	Becky Hunt-SENCo & all staff-discussing safety. Complex needs risk assessment team.	Ongoing	
Appropriate use of specialised equipment and strategies to benefit	*risk assessments as appropriate	Increased access to the curriculum/ working environment.	SENCo & Deputy Head	Ongoing	

individual pupils and staff	*specific chairs for those with identified needs *adjusted playground duties for staff	Needs of staff being met.	Deputy Head Teacher	Ongoing	
	*Specially shaped pencils and grips for those pupils with a grip difficultly. *Dragon speak- dictation software. *Individual timetables for specific pupils. *coloured overlays *Other- as advice is received.	Needs of learners being met	SENCo & class teachers	Ongoing	
Training for staff on increasing access to the curriculum for disabled pupils	*On-going training around ASD * Use LCIS (language, communication and interaction service) training for staff supporting individual pupils. *use 'buy in' Speech and Language Therapist to train staff supporting identified pupils. * use 'buy in' Speech and Language Therapist to give training around strategies to support children with speech and language difficulties. (summer term)	Staff trained to meet the needs of the learners.	SENCo & Deputy Head Teacher	2014-15 and ongoing	
In line with the new curriculum and new end of year expectations, support teachers with differentiation.	*Standards leaders to support planning *Subject leader training *Subject leader release time *Training around new end of year expectations *monitoring of learning, planning and work.	Curriculum is matched to the needs of all learners.	SLT	2015-16	

Access to Written Information

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
Make material available in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats. This includes the use of google translate to make materials available in different languages. Also the use of braille or spoken information.	The school will be able to provide written information in different formats when requested for individual purposes	Office/SLT/ Inclusion team	2015	
	Ensure there is a footer on letters to direct parents to ask in the office if a different format is required.	A footer is on the letters	Deputy Head Teacher	2015	
	Ensure a section on the website directs people to ask in the office if a different format is required for documents	There is a part of the website directed people to the office.	Deputy Head Teacher	2015	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from visual impairment team for identified pupils.	Children (and staff) with visual impairments able to access the curriculum	SENCo & class teacher	Ongoing	
	Use of a consistent font in at least a font size 12 for documents for access for children. Ensure font is large enough on IWB.		English team/ SENCo	Summer 2015	

	Ensure any test materials are appropriate for visually impaired students and adjust if required.	Test papers accessible for visually impaired students.	Deputy Head Teacher	May 2015	