

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Park Primary School Accessibility Plan: Spring 2019-Spring 2022

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 perceptions and attitudes towards 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 on request, within a reasonable time frame.

Physical Environment

Target	Strategies	Outcome	Responsibility	Frame	Evaluation
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<p>To review and improve access into the school through the main entrance gate.</p>	<p>Recognise that the current gate and door to enter the building are not accessible and assistance given whenever required.</p> <p>Add a sign to say if you require assistance entering the building; please ask as you buzz in (or similar).</p> <p>Main entrance is visually monitored. Ensure all office staff offer assistance when required.</p>	<p>People are able to gain access to the school through the gate (with assistance)</p>	<p>School Business Manager (SBM)</p>	<p>Ongoing</p>	
<p>Ensure all door frames are wide enough to be accessible.</p>	<p>Be aware door frame on ground floor linking the old and new building is quite narrow. Access to the lift for wider wheelchairs may need to be through the playground and double doors.</p> <p>Possible future building work to widen the door frame.</p>	<p>The corridor between the old and new building on the ground floor is accessible to all.</p>	<p>SBM and office staff as people enter the building.</p>	<p>To be considered for summer</p>	
				<p>holiday 2019-2020</p>	

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To review hand dryers in middle and top floor toilets	As children move through the school, review the use of hand dryers in the middle floor and top floor as needed. Hand dryers are proving a barrier to using the accessible toilets for some of our children. Remove if necessary and still an issue.	All children are able to access a toilet Children are not scared or refusing to go to the toilet due to hand dryers	SBM SENCo	As children move classes and/ or floors within the school.	
Improve access for children/ staff who may experience difficulties moving around the building	Ensure risk assessments are in place for those people and review as necessary.		SENCo and Deputy Head		

Curriculum

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To improve the use of visual support to support all pupils	Continued use of symbol writer software on teacher's laptops. Ensuring symbol writer is available on new laptops and teachers accounts	Visual support being throughout the day. Children's understanding is	SENCo	2019-2022	
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(including those with ASD).	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 (SLT) to embed visual support with identified children. Investigate the use of clicker and/or alternative software that allows visual support alongside writing to support word processing and on screen reading for some children.	improved through the use of visual support. Transitions are smoother.			
To develop use of sign along to support pupils to communicate	Identifying key students who use and would benefit from sign along (including recommendations from outside agencies and specialists) School's buy in speech and language therapist to support key staff members with its use and offer training where appropriate Identify and train a member of	The use of sign along has increased within 1:1, group and whole class work.	SENCo	Ongoing Summer	

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	support staff to become a sign along champion.			2019	
Appropriate use of specialised equipment and strategies to benefit individual pupils and staff	Risk assessments as appropriate	Increased access to the curriculum/ working environment.	SENCo & Deputy Head Teacher	on-going	
	Specific chairs for those with identified needs Classroom and group placements considered for the needs of specific staff	Needs of staff being met.	Deputy Head Teacher	on-going	

	Individual timetables for specific pupils. Coloured overlays Other- as advice is received. Use of google translate to support those children learning English Follow advice from outside agencies and specialists as appropriate	Needs of learners being met	SENCo & class teachers	on-going	
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Access to Written Information

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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		
	Ensure there is a message on the website to direct people to ask in the office if they require documents/ letters/ information in a different format.	A message is on the website.	Deputy Head Teacher	Summer 2019	
	Make parents aware during admissions process they are able to request for		Admissions Officer.	For Summer	

	documents and information in alternative formats.			2019 (Sep 2019 Rec intake)	
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	<p>Ensure key policies on the website are on Google Drive and admin staff are aware of how to translate into different languages.</p> <p>Investigate website functions to translate the downloaded documents as the rest of the website is able to be translated.</p>		<p>SLT to ensure office staff can use Google translate for documents</p> <p>Deputy Head Teacher</p>		
	<p>Office staff to continue to use Google translate when face to face. Investigate phone packages for translating for speaking on the telephone.</p>		<p>AHT for Inclusion.</p> <p>SBM</p>		