

# Park End Primary School



Approved By: *D. Jackson*  
Date: 13<sup>th</sup> November 2023

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# Accessibility Plan 2022-2025

Review Date	Type of Review	Comments	Initials
15/07/2019		New Policy	LR
14/11/2022	Update	Objectives reviewed and new objectives set.	LR
Sept 2023	Review	Added an objective for children with EAL	LR

## **Accessibility Plan**

### **1. Mission statement**

Our mission statement at Park End Primary School is to provide an environment where all within it feel safe, valued, nurtured and delivered. Teaching and learning is the main priority of the school. We aim to raise achievement and set high expectations for all pupils. We aim to enable all pupils to achieve their potential in all areas of the curriculum. We aim to ensure equal opportunities for all and show tolerance of other lives and cultures and promote British Values: Mutual Respect, Rule of Law, Individual Liberty, Democracy and Tolerance of those of different faiths and beliefs.

### **2. Background to the Accessibility Plan**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the laws is the same as in the past, meaning that 'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

### **3. Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **4. Ethos**

Park End Primary 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.

The head teacher and governors of Park End Primary School are committed to ensure that

- Relevant staff will work closely with parents and other agencies to agree the most appropriate support for pupils with disabilities.
- Every effort is made to include pupils with a disability into all activities and, where possible, we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put into place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances
- Information on the specific needs of pupils with a disability will be disseminated to all relevant staff either in hard copy, by person or email

## **5. Purpose**

The purpose of this plan is to show how Park End Primary School employs reasonable adjustments to ensure that pupils with SEND can fully participate in the education provided by the school and that they can enjoy the other benefits, facilities and services that Park End Primary School provides for its pupils.

## **6. Physical Access**

Park End Primary is a two storey building, with stairs to the second floor and stairs midway in the school corridor.

There is ramp access into the front of the school and at the back of the school. There is disabled toilet access at both ends of the building.

There is disabled access to the dinner hall.

The requirements of the Disability Discrimination Act (DDA) will be taken into account when planning any changes to the premises (including minor improvements).

Should the disability of the pupil or adult require it, a Personal Emergency Evacuation Plan (P.E.E.P) will be created and displayed in the pupil's classroom and all relevant areas. This will inform further modifications to the environment that are reasonably practicable.

## **7. Access to the curriculum**

All pupils at Park End Primary School have access to a diverse and enriching curriculum. Park End Primary School will endeavour to

- Develop an understanding of disability through the use of positive role models, and resources that reflect disability.
- Avoid using stereotypes
- Constantly review our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and, where this is not possible, provide experiences which promote similar development of knowledge and understanding.
- Follow prescribed medical procedures, where reasonably practicable, to ensure equality of access for pupils. These procedures will be carried out by appropriately trained staff.

## **8. Accessibility Plan**

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

a) Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;

b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **9. Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies:

- Equality Policy and Objectives
- Health and Safety Policy
- School Emergency Plan
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- Vision Statement (website)
- PSE/SRE Policy
- Anti-bullying Policy
- Online Safety Policy
- Safeguarding Policy – Child Protection

The school's complaints procedure covers the Accessibility plan.

## **10. Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## **11. Plan Availability**

The school makes the Accessibility Plan available in the following ways

- A copy is posted on the school's website
- Paper copies are available from the front office

## **12. Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Park End Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-25. It is reviewed annually.

## Section 2: Objectives and actions

### Accessibility Plan Code

- C. Increase access to the **curriculum** for pupils
- E. Improve and maintain access to the physical **environment** for pupils, staff, parents and visitors
- I. Improve the delivery of written **information** to pupils, parents, staff and other stakeholders

The table below sets out how Park End Primary will achieve these aims

Objectives	Code	Actions	Outcomes	Monitored by	Evaluated by/ when
Ensure that all staff have full information about pupil's SEND and their SEND targets	C	<ul style="list-style-type: none"> <li>Monitor transition between classes</li> <li>SEND and Health Care Plan includes relevant and up to date information and targets.</li> <li>CPD provided where appropriate e.g. feeding tubes.</li> <li>Teachers know the route by which they can obtain further information and the relevant professionals to consult e.g. Learning and Literacy Support/ Educational Psychologist</li> </ul>	Teachers are well informed about the type of disability and associated needs of children in their class	SENDCo- Miss K. Rennison	Ongoing. Inclusion Quality Mark (IQM) Flagship school (July 2022)- renewed annually OFSTED Nov 2022
Ensure all staff are skilled in differentiating tasks and instructions for pupils with a disability.	C	<ul style="list-style-type: none"> <li>Provision of relevant CPD</li> <li>Learning walks/ lesson observations.</li> <li>Modelling good practice.</li> </ul>	Teachers are able to differentiate the curriculum for pupils with SEND	SENDCo/ all staff	Ongoing, annual SEND data reports shared with Governors. IQM Flagship school (July 2022)- renewed annually

					OFSTED Nov 2022
Improve access to the curriculum for pupils with SEMH.	C	<ul style="list-style-type: none"> <li>• Training updated as required in the Thrive Approach.</li> <li>• Refer pupils for Thrive support</li> <li>• Thrive assessments completed.</li> <li>• Work with mental health practitioner (based in school once a week) to identify most appropriate support for children with SEMH.</li> <li>• Informal 'drop in' sessions are provided.</li> <li>• Refer to external agencies for therapy</li> </ul>	<p>Pupils will be given strategies to manage their SEMH.</p> <p>Pupils will show an improvement in all areas when analysed using the Thrive approach.</p> <p>Class teachers receive advice and support from school based mental health practitioner.</p> <p>Most appropriate support for children with SEMH is identified in weekly 'mental health huddle'.</p> <p>Review reports from external practitioners demonstrate improvements</p>	SENDCo/ Care team staff	<p>IQM Flagship school (July 2022)</p> <p>OFSTED Nov 2022</p>
To provide an area where pupils with SEMH can receive support	C, E	<ul style="list-style-type: none"> <li>• Designated therapy spaces for pupils with SEMH.</li> </ul>	Designated space available for pupils with SEMH (Hub)	SENDCo	Ongoing therapy from The Bungalow Partnership.
To improve access to the curriculum for	C, E	<ul style="list-style-type: none"> <li>• Make reasonable adjustments to classrooms e.g. working stations</li> <li>• Provide resources e.g. ear</li> </ul>	Pupils with ASD access the curriculum.	SENDCo	Ongoing. SEND data report (annual) monitors

pupils with a diagnosis of ASD/ ASD type behaviours		<p>defenders,</p> <ul style="list-style-type: none"> <li>• Make alternative arrangements for dinner times/ assembly times whilst ensuring that pupils receive the information presented in the assembly.</li> <li>• Follow strategies given by relevant professionals e.g. CAMHs</li> <li>• Increase staff expertise through links with special schools specialising in teaching children with ASD (staff secondment)</li> </ul>	Staff have expertise in teaching children with ASD/ASD type behaviours		<p>progress and attainment of pupils with ASD/ ASD type behaviours</p> <p>IQM Flagship school (July 2022) - renewed annually</p> <p>OFSTED Nov 2022</p>
Ensure access to the curriculum for pupils with speech and language disability.	C	<ul style="list-style-type: none"> <li>• Access training from the speech therapy service.</li> <li>• Staff to attend speech therapy sessions and complete speech therapy programmes and interventions e.g. BLAST</li> <li>• Ensure that spoken instructions are delivered at the appropriate level with additional clues e.g. pictures when applicable</li> </ul>	<p>Training for Acorns staff regarding language expectations for 2 year olds.</p> <p>Pupils with speech and language needs are discharged from speech therapy due to good progress.</p> <p>Interventions reveal good progress</p>	Speech and Language coordinator- Mrs S. Yasin	Ongoing
Ensure access to the curriculum for pupils with English as an additional language (EAL).	C, I	<ul style="list-style-type: none"> <li>• Make it very clear who pupils with EAL can go to for support, and when, by providing them with staff pictures</li> <li>• Give pupils ways to indicate they need support without needing to draw attention to themselves. For example, a card that they turn over on their desk. For younger pupils or those with very little English, include symbols for them to point to</li> </ul>	Good progress for children with EAL	SLT through pupil progress meetings/ class room teachers	Ongoing

		<p>on the card, such as a picture of the toilet or water</p> <ul style="list-style-type: none"> <li>• Adjust your expectations for behaviour, and cultural norms, especially if pupils are new to the school. Not understanding language can lead to frustration and poor behaviour</li> <li>• Make sure all staff know the correct pronunciation of names. Write them out phonetically – you might be able to include this on the register in your MIS</li> <li>• Put picture symbols next to important signs in your school, such as the toilets, playground, classrooms and school office.</li> <li>• visual timetables.</li> <li>• Access interpreters to communicate with parents where required and translated newsletters and school information</li> </ul>			
Ensure access to the curriculum for pupils with physical disability	C, E	<ul style="list-style-type: none"> <li>• Completed building works enable access for pupils with disabilities e.g. wide corridors, disabled toilet.</li> <li>• Access appropriate health care professionals e.g. Physiotherapist</li> <li>• Receive outreach support e.g. from Pennyman</li> <li>• Purchase specialist equipment if required e.g. sloping board to aid writing.</li> <li>• Make reasonable adjustments to the environment to ensure access</li> </ul>	Good progress made by pupils with physical disability	SENDCo	<p>SEND data report (annual) monitors progress and attainment of pupils with a physical disability.</p> <p>IQM Flagship school (July 2022) - renewed annually</p> <p>OFSTED Nov 2022</p>



		to all amenities.			
Ensure good outcomes for pupils with sensory disability	C, E, I	<ul style="list-style-type: none"> <li>• Access appropriate health care professionals e.g. hearing impaired service.</li> <li>• Receive outreach support e.g. from Sunnyside</li> <li>• Purchase specialist equipment if required e.g. coloured overlays.</li> <li>• Make reasonable adjustments to share written information in a way that can be accessed by the pupil e.g. large print, use of a visualiser.</li> <li>• Provide Occupational Therapy support in school for children identified as having sensory needs.</li> <li>• Whole staff training from the Occupational Therapist received.</li> </ul>	<p>Good progress made by pupils with sensory disability.</p> <p>Staff have expertise in delivering sensory programmes under the supervision of the Occupational Therapist</p> <p>All staff have updated training upon sensory disability.</p>	SENDCo	<p>Ongoing</p> <p>SEND data report (annual) monitors progress and attainment of pupils with sensory disability</p> <p>IQM Flagship school (July 2022) - renewed annually</p> <p>OFSTED Nov 2022</p>
Ensure access to the curriculum for pupils with cognitive disability	C, E	<ul style="list-style-type: none"> <li>• Access appropriate health care professionals e.g. literacy and learning disability team</li> <li>• Deliver interventions related to cognitive disability and monitor impact.</li> <li>• Differentiate all activities to the appropriate level.</li> <li>• Provide adult support when required.</li> <li>• Purchase specialist equipment if required e.g. iPad to record information.</li> </ul>	Good progress made by pupils with cognitive disability.	SENDCo	<p>Ongoing</p> <p>SEND data report (annual) monitors progress and attainment of pupils with a cognitive disability.</p> <p>IQM Flagship school (July 2022) - renewed annually</p> <p>OFSTED Nov 2022</p>
To inform parents of their child's progress and agree	C, I	<ul style="list-style-type: none"> <li>• SEND targets set and reviewed regularly with parents in a way they can understand e.g. large print, a letter read to a parent who is not</li> </ul>	Parents feel supported and this is demonstrated in surveys/	SENDCo Mr B. Kumar – Incredible Years	<p>Ongoing</p> <p>IQM Flagship school (July 2022) - renewed annually</p>

targets. Support parents to access services.		<p>literate.</p> <ul style="list-style-type: none"> <li>Parents are signposted to relevant services by brochure/ links on the website.</li> <li>Incredible Years parenting programme offered to support families with children's behaviour at home. In collaboration with CAMHs</li> <li>Updated website</li> </ul>	<p>questionnaires</p> <p>Incredible Years testimonials</p>	facilitator	
To ensure smooth transition for pupils with SEND.	C, E	<ul style="list-style-type: none"> <li>Transition meetings with secondary school colleagues.</li> <li>Transfer of all relevant information.</li> <li>Provision of individualised transition visits depending upon the pupil's needs and disability.</li> </ul>	Smooth transitions are made by pupils with SEND and disabilities.	SENDCo Care team	Ongoing IQM Flagship school (July 2022) - renewed annually
To ensure access to the building for pupils, staff and other visitors with disabilities	E	<ul style="list-style-type: none"> <li>Complete accessibility audit (LA)</li> <li>Ensure all new builds are accessible by pupils with disabilities</li> </ul>	<p>Pupils with physical disabilities can access the curriculum.</p> <p>Staff and visitors with physical disabilities can access the new builds.</p> <p>Reasonable adjustments are made to accommodate staff with physical disabilities e.g. working downstairs, provision of specialist equipment</p>	HT/ Governors/ SENDCo	Ongoing, as new building work is planned  IQM Flagship school (July 2022)- renewed annually
To ensure access of pupils	C,E	<ul style="list-style-type: none"> <li>Ensure that research is carried out before attending a trip/ residential.</li> </ul>	Pupils with SEND access school trips	Educational Visits Coordinator – Mrs.	

with SEND to outside visits		<ul style="list-style-type: none"> <li>• Make reasonable adjustments to staff ratios to ensure a pupil with SEND is supported.</li> <li>• Ensure there is safe and appropriate transport provided for the pupil(s) with disabilities.</li> </ul>	and residential. Evolve risk assessments completed prior to the trip demonstrate reasonable adjustments e.g. additional staff	N. Banks	
To improve the delivery of written information to pupils, parents, staff and governors with disabilities	I	<ul style="list-style-type: none"> <li>• Use specialist resources e.g. visualiser, coloured overlays, large print</li> <li>• Research new equipment and resources available.</li> <li>• Provide access to information for parents/ carers for whom English is an additional language (web translator/ interpreter)</li> </ul>	Written information is conveyed effectively.	SENDCo	Annually, as required.
To improve pupil voice for pupils with disabilities	C	<ul style="list-style-type: none"> <li>• Represented in the pupil parliament</li> <li>• Voice obtained through discussions/ questionnaires</li> </ul>	Pupils with disabilities have a voice in school	Staff member in charge of the pupil parliament	Annually