

Park End Primary School



Approved By: *D. Jackson*

Date: 15.7.19

Accessibility Plan 2019-2022

Review Date	Type of Review	Comments	Initials
15/07/2019		New Policy	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
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- Vision Statement (website)
- PSHCE Policy
- Anti-bullying Policy
- Online Safety Policy
- Peer on peer abuse Policy
- Safeguarding Policy – Child Protection

The Schools 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 2019-22. It is reviewed annually.

Section 2: Objectives and actions

Accessibility Plan Code

- C. Increase access to the **curriculum** for pupils with a disability
- 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"> • Monitor transition between classes • SEND and Health Care Plan includes relevant and up to date information and targets. • CPD provided where appropriate e.g. feeding tubes. • 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 	Teachers are well informed about the type of disability and associated needs	SENDCo- Miss K. Rennison	Ongoing
Ensure all staff are skilled in differentiating tasks and instructions for pupils with a disability.	C	<ul style="list-style-type: none"> • Provision of relevant CPD • Learning walks/ lesson observations. • Modelling good practice. 	Teachers are able to differentiate the curriculum for pupils with SEND	SENDCo/ all staff	SEND review- 2019 Ongoing, annual SEND data reports shared with Governors.
Improve access to the curriculum for pupils with SEMH.	C	<ul style="list-style-type: none"> • Care Team – train 2 x members of staff in the Thrive Approach. • Refer pupils to the care team • The care team 	<p>Pupils will be given strategies to manage their SEMH.</p> <p>Pupils will show an improvement in all areas</p>	SENDCo/ Care team staff	Thrive Approach will be implemented from summer 2019

Objectives	Code	Actions	Outcomes	Monitored by	Evaluated by/ when
		complete Thrive assessments	when analysed using the Thrive approach		
To provide an area where pupils with SEMH difficulties can receive support	C, E	<ul style="list-style-type: none"> Planned building works (Hub) that enable access for pupils with disabilities e.g. wide corridors, disabled toilet. Designated therapy spaces for pupils with SEMH. 	Designated space available for pupils with SEMH.	HT/ SENDCo	July 2020
To improve access to the curriculum for pupils with a diagnosis of ASD/ ASD type behaviours	C, E	<ul style="list-style-type: none"> Make reasonable adjustments to classrooms e.g. working stations Provide resources e.g. ear defenders, Make alternative arrangements for dinner times/ assembly times whilst ensuring that pupils receive the information presented in the assembly. Follow strategies given by relevant professionals e.g. CAMHs 	Pupils with ASD access the curriculum	SENDCo	Ongoing. SEND data report (annual) monitors progress and attainment of pupils with ASD/ ASD type behaviours
Ensure access to the curriculum for pupils with speech and language disability.	C	<ul style="list-style-type: none"> Access training from the speech therapy service. Staff to attend speech therapy sessions and complete speech therapy programmes and interventions e.g. BLAST Ensure that spoken instructions are delivered at the appropriate level 	<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</p>	Speech and Language coordinator- Mrs L. Richardson	<p>Summer 2019 for training</p> <p>All other actions ongoing.</p> <p>Analysis of speech and language provision completed July 2019 (LA)</p>

Objectives	Code	Actions	Outcomes	Monitored by	Evaluated by/ when
		with additional clues e.g. pictures when applicable	progress		
Ensure access to the curriculum for pupils with physical disability	C, E	<ul style="list-style-type: none"> • Access appropriate health care professionals e.g. Occupational Therapist. • Receive outreach support e.g. from Pennyman • Purchase specialist equipment if required e.g. sloping board to aid writing. • Make reasonable adjustments to the environment to ensure access to all amenities. 	Good progress made by pupils with physical disability	SENDCo	Ongoing SEND data report (annual) monitors progress and attainment of pupils with a physical disability.
Ensure good outcomes for pupils with sensory disability	C, E, I	<ul style="list-style-type: none"> • Access appropriate health care professionals e.g. hearing impaired service. • Receive outreach support e.g. from Sunnyside • Purchase specialist equipment if required e.g. coloured overlays. • 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. 	Good progress made by pupils with sensory disability	SENDCo	Ongoing SEND data report (annual) monitors progress and attainment of pupils with sensory disability
Ensure access to the curriculum for pupils with cognitive	C, E	<ul style="list-style-type: none"> • Access appropriate health care professionals e.g. literacy and 	Good progress made by pupils with cognitive disability.	SENDCo	Ongoing SEND data report (annual) monitors

Objectives	Code	Actions	Outcomes	Monitored by	Evaluated by/ when
disability		<p>learning disability team</p> <ul style="list-style-type: none"> • Deliver interventions related to cognitive disability and monitor impact. • Differentiate all activities to the appropriate level. • Provide adult support when required. • Purchase specialist equipment if required e.g. iPad to record information. 			progress and attainment of pupils with a cognitive disability.
To inform parent's of their child's progress agree targets. Support parents to access services.	C, I	<ul style="list-style-type: none"> • 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 literate. • Parents are signposted to relevant services by brochure/ links on the website. 	Parents feel supported and this is demonstrated in surveys/ questionnaires	SENDCo	Ongoing
To ensure smooth transition for pupils with SEND.	C, E	<ul style="list-style-type: none"> • Transition meetings with secondary school colleagues. • Transfer of all relevant information. • Provision of individualised transition visits depending upon the pupil's needs and disability. 	Smooth transitions are made by pupils with SEND and disabilities.	SENDCo Care team	Ongoing
To ensure access to the building for pupils, staff and other visitors with	E	<ul style="list-style-type: none"> • Complete accessibility audit (LA) • Ensure all new builds are accessible by 	Pupils with physical disabilities can access the curriculum	HT/ Business Manager/ Governors/ SENDCo	July 2019 Ongoing, as new building work is planned

Objectives	Code	Actions	Outcomes	Monitored by	Evaluated by/ when
disabilities		pupils with disabilities			
To ensure access of pupils with SEND to outside visits	C,E	<ul style="list-style-type: none"> • Ensure that research is carried out before attending a trip/ residential. • Make reasonable adjustments to staff ratios to ensure a pupil with SEND is supported. • Ensure there is safe and appropriate transport provided for the pupil(s) with disabilities. 	Pupils with SEND access school trips and residential.	Educational Visits Coordinator – Mrs. S. Armes	
To improve the delivery of written information to pupils, staff and governors with disabilities	I	<ul style="list-style-type: none"> • Use specialist resources e.g. visualiser, coloured overlays, large print • Research new equipment and resources available. • Provide access to information for parents/ carers for whom English is an additional language (web translator/ interpreter) 	Written information is conveyed effectively.	SENDCo	Annually, as required.
To improve pupil voice for pupils with disabilities	C	<ul style="list-style-type: none"> • Represented in the pupil parliament • Voice obtained through discussions/ questionnaires 	Pupils with disabilities have a voice in school	Staff member in charge of the pupil parliament	Annually