

Park End Primary School



Approved By: D Jackson

Date: 15.06.26

Accessibility Plan 2022-2027

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
Sept 24	Review	Formatted document	KR
June 2025	Review		KR
July 2026	Review	Updated monitoring for Deputy Mental Health lead	AD

Accessibility Plan

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Mission statement

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.
- to enable all pupils to achieve their potential in all areas of the curriculum.
- 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.

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'.

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.

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

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.

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 considered 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. This will inform further modifications to the environment that are reasonably practicable when an evacuation is required.

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.

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.

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
- SEND information report
- 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.

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.

Plan Availability

The school makes the Accessibility Plan available in the following ways

- A copy is posted on the school's website
- Electronic copies are available on the school staff area

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 2022-26. 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	- Monitor transition between classes - SEND /EHCP 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 of children in their class	SENDCo	Ongoing. Inclusion Quality Mark (IQM) Flagship school renewed annually OFSTED Nov 2022
Ensure all staff are skilled in differentiating tasks and instructions for pupils with a disability.	C	- 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	Ongoing, annual SEND data reports shared with Governors. IQM Flagship school (July 2022)- renewed annually OFSTED Nov 2022
Improve access to the	C	Refer pupils to mental health huddle as required to identify most	Pupils will be given strategies to manage	SENDCo/ Deputy	IQM Flagship school (July

curriculum for pupils with SEMH.		appropriate support for children with SEMH. • Informal 'drop in' sessions are provided by external specialist • Refer to external agencies for therapy	their SEMH. Class teachers receive advice and support from school based mental health practitioner. Most appropriate support for children with SEMH is identified in weekly 'mental health huddle'. Review reports from external practitioners demonstrate improvements	Mental Health Lead	2022) OFSTED Nov 2022
To provide an area where pupils with SEMH can receive support	C, E	• Designated therapy spaces for pupils with SEMH	Designated space available for pupils with SEMH	SENDCo/ Deputy Mental Health Lead	Ongoing therapy from The Bungalow Partnership.
To improve access to the curriculum for pupils with a diagnosis of ASD/ ASD type behaviours	C, E	• 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 • Increase staff expertise through	Pupils with ASD access the curriculum. Staff have expertise in teaching children with ASD/ASD type behaviours	SENDCo	Ongoing. SEND data report (annual) monitors progress and attainment of pupils with ASD/ ASD type behaviours IQM Flagship school (July 2022) - renewed annually OFSTED Nov 2022

		links with special schools specialising in teaching children with ASD (staff secondment through Beverly Park)			
Ensure access to the curriculum for pupils with speech and language disability.	C	• 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 with additional clues e.g. pictures when applicable	Training for Acorns staff regarding language expectations for 2 year olds. Pupils with speech and language needs are discharged from speech therapy due to good progress. Interventions reveal good progress	Speech and Language coordinator	Ongoing
Ensure access to the curriculum for pupils with English as an additional language (EAL).	C, I	• Make it clear who pupils with EAL can go to for support, and when, by providing them with staff pictures • 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 on the card, such as a picture of the toilet or water • Adjust expectations for behaviour, and cultural norms, especially if pupils are new to the school. Not understanding language can lead to frustration and poor behaviour • Make sure all staff know the correct pronunciation of names. Write them out phonetically.	Good progress for children with EAL	SLT through pupil progress meetings/ class room teachers	Ongoing

		- Put picture symbols next to important signs in school, such as the toilets, playground, classrooms and school office. - visual timetables. - Access interpreters to communicate with parents where required and translated newsletters and school information			
Ensure access to the curriculum for pupils with physical disability	C, E	- Completed building works enable access for pupils with disabilities e.g. wide corridors, disabled toilet. - Access appropriate health care professionals e.g. Physiotherapist - 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	SEND data report (annual) monitors progress and attainment of pupils with a physical disability. IQM Flagship school (July 2022) - renewed annually OFSTED Nov 2022
Ensure good outcomes for pupils with sensory disability	C, E, I	- Access appropriate health care professionals e.g. hearing impaired service. - Receive outreach support e.g. from Sunnyside, STARS - 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. Staff have expertise in delivering sensory programmes under the supervision of the Occupational Therapist	SENDCo	Ongoing SEND data report (annual) monitors progress and attainment of pupils with sensory disability IQM Flagship school (July 2022) - renewed annually

		• Provide Occupational Therapy support in school for children identified as having sensory needs. • Whole staff training from the Occupational Therapist received.	All staff have updated training upon sensory disability.		OFSTED Nov 2022
Ensure access to the curriculum for pupils with cognitive disability	C, E	• Access appropriate health care professionals e.g. literacy and learning disability team • 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.	Good progress made by pupils with cognitive disability.	SENDCo	Ongoing SEND data report (annual) monitors progress and attainment of pupils with a cognitive disability. IQM Flagship school (July 2022) - renewed annually OFSTED Nov 2022
To inform parents of their child's progress and agree targets. Support parents to access services.	C, I	• 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. • Parenting programme offered to support families with children's behaviour at home. In collaboration with CAMHs • Updated website	Parents feel supported and this is demonstrated in surveys/ questionnaires Incredible Years testimonials	SENDCo Parenting programme facilitator	Ongoing IQM Flagship school (July 2022) - renewed annually
To ensure smooth transition for	C, E	• Transition meetings with secondary school colleagues and external services (if involved)	Smooth transitions are made by pupils with SEND and	SENDCo Inclusion team	Ongoing IQM Flagship school (July 2022) - renewed annually

pupils with SEND.		• Transfer of all relevant information. • Provision of individualised transition visits depending upon the pupil's needs and disability.	disabilities.		
To ensure access to the building for pupils, staff and other visitors with disabilities	E	• Complete accessibility audit (LA) • Ensure all new builds are accessible by pupils with disabilities	Pupils with physical disabilities can access the curriculum. Staff and visitors with physical disabilities can access the new builds. Reasonable adjustments are made to accommodate staff with physical disabilities e.g. working downstairs, provision of specialist equipment	HT/ Governors/ SENDCo	Ongoing, as new building work is planned IQM Flagship school (July 2022)- renewed annually
To ensure access of pupils with SEND to outside visits	C,E	• 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. Evolve risk assessments completed prior to the trip demonstrate reasonable adjustments e.g. additional staff	Educational Visits Coordinator	
To improve the delivery of written information to	I	• Use specialist resources e.g. visualiser, coloured overlays, large print	Written information is conveyed effectively.	SENDCo	Annually, as required.

pupils, parents, staff and governors with disabilities		• Research new equipment and resources available. • Provide access to information for parents/ carers for whom English is an additional language (web translator/ interpreter)			
To improve pupil voice for pupils with disabilities	C	• Represented in the school council (Rota Kids) • Voice obtained through discussions/ questionnaires	Pupils with disabilities have a voice in school	Staff member in charge of Rota Kids	Annually