

Pride in ourselves, Achieve the best we can, Curious thinkers, Everyone together

The small school with BIG ideas

Parkend Primary School



Accessibility Plan

2021 - 2024

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

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Aims of the Accessibility Plan

This plan outlines how Parkend Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Target	Who	Timescale	Outcome/ success criteria	Review or Complete
To ensure that all children have fair access to the curriculum	SENDCo	October half term	Timetable in place for curriculum access that is appropriate to the level of the child	
Resources and equipment to support with access to the curriculum are audited and purchased timely	SENDCo HT	When required	Resources will be appropriate to each individual needs	
To include pupils with disability, medical conditions or other access needs as fully into the wider curriculum – including trips, residential visits as well as extra-curricular provision	SENDCo HT	Ad hoc	Risk assessments to be undertaken where appropriate Providers will comply with all legal requirements	
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of a whole range of pupils	SENDCo HT	In place and on-going	Risk assessments to be undertaken where appropriate Providers will comply with all legal requirements	

Planning duty 2: Physical environment

Target	Who	Timescale	Outcome/ success criteria	Review or Complete
Ensure that all parts of the school have wheelchair access	HT	Now and ongoing	The environment is adapted to the needs of all	
To review access to the allotment and Forest School for all children	HT Forest Lead	By end of July 2022	Access will be enabled for all children Risk assessments will be on an individualistic basis	
Children sensitive to sound (fire alarm etc.) have access to ear defenders	SENDCo	Ad Hoc and when identified	Noise will not affect the behaviour of individuals sensitive to loud noises	

Planning duty 3: Information and the delivery of written information

Target	Who	Timescale	Outcome/ success criteria	Review or Complete
Understand the needs of pupils and ensure that information is available in relevant formats: Large Print Pictorial or symbolic	SENDCo	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure that colour paper or colour reading guards are available for children experiencing difficulties reading black type on white backgrounds	SENDCo	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
To ensure that all stakeholders have access to written material that is appropriate to their needs	Administration	When required	Information is available to all	