



Accessibility plan 2021 - 2024

This policy should be read in conjunction with the following policies:

- Single Equality Policy
- Health and Safety Policy
- Medical Needs Policy
- SEND Policy.

This Accessibility Plan has been 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.

Disability

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

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 attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Parklea Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. 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 and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan will be referenced in the School Prospectus. Any complaints arising as a result of accessibility issues should be raised in line with the school Complaints Policy.

The Plan will be monitored by governors through the School Business Managers Report to Full Governing Body Meetings three times per year.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The school will work in partnership with the LEA in developing and implementing this plan.

Agreed by Governors: March 2021

Signed by Chair of Governors: March 2021

Review Date: March 2024

- **Parklea Primary School Upper Site** is a multi-level building with internal steps to raised areas of the school. Part of the upper building is on the first floor, accessed via a double flight of steps with an intermediary landing.
 - All areas of the ground floor building are currently accessible via ramps, although most of these are external to the building.
 - The main entrance to the building is ramped and the automatic entrance doors are wide enough for wheelchair access.
 - All classrooms are carpeted, thus reducing noise from general movement in classrooms.
 - The Upper Site has a nurture room for small group work and any therapeutic work.
 - The Upper Site's Family Room is at the front of the building and has ramped access and a disabled toilet.
 - **Parklea Primary School Lower Site** has disabled access throughout the site.
 - The playground does have steps leading onto it, although an alternative entrance can be accessed via a ramp.
 - All classrooms and corridors are carpeted, thus reducing noise from general movement in classrooms.
 - The Lower Site has a 2 break out rooms for small group work and any therapeutic work.
- The Lower Site's Family Room is in a hut to the side of the school and has ramped access and a disabled toilet.

Current action and progress (to be updated at least annually)

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes. All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Bedfordshire Speech and Language service to provide Blanks model training for two support staff members to support children with speech and language needs	Staff have experienced training in the past, but this training will improve their skills in identifying and delivering a better service. They will also share their expertise with other TA's	Training and then cascade to those supporting speech and language throughout the school	September and October (2 days)	Rebecca Ritchie (SENDCo)	Children with visual impairment needs are catered for in the classroom. Training cascaded to others as appropriate
To provide first aid training to meet special needs with medical issues	All Teaching Assistants are now required to have first aid training as part of their job descriptions. Annual first aid training for all TA's	Active Luton	October 2020 whole day training	Carol Onley (Business Manager)	All children with medical needs addressed

Teachers are adept at writing PLP's and recognise the differentiated approach required to ensure progress	Teachers have not had the level of training to support pupils with needs. PLP's convey the support needed to support children and they recognise	Teacher to sit with Year group lead and phase support the writing of PLP's	October 2020	Rebecca Ritchie (SENDCo)	PLP's are accurate and ensure the appropriate differentiated strategies are implemented so children make progress
To empower staff in making decisions about differentiation and curriculum support	Teachers plan for special needs but need support to ensure they choose the correct pedagogy and approach	Educational Psychologist providing surgeries for each year group	October – November 2020	Rebecca Ritchie (SENDCo)	Educational provision for Special needs children addressed and children make appropriate rate of progress
To explore the needs of children with ASD 'The World Through My Eyes'	All teaching staff, including TA's plan from observation, research and observe good practice internally	12 members of teaching staff and TA's to upskill their knowledge of supporting children with ASD.	December 2020	Rebecca Ritchie (SENDCo)	Children with ASD accurately assisted to make progress and to meet their needs effectively
To ensure staff are able to help those children with visual impairment	Staff are aware of children with visual strategies	TEACHH provide strategies for 12 members of the teaching staff (including TA's) to use with visually impaired children giving them the expertise to develop, focus and improve concentration	December 2020	Rebecca Ritchie (SENDCo)	Children with visual impairment are more focussed and support is offered to make their learning effective through the use of practical ideas and resources
Successful Mediation Training for TA1s- provided by Educational Psychology Service.	TA1's currently support children with complex needs but need further training to tactfully keep children on track	TA1's develop their skills to improve outcomes for children who have complex needs and difficulties in focussing	February 2021	Rebecca Ritchie (SENDCo)	Children with complex needs improve progress and staff are skilled at supporting their individual needs
Further training on writing SMART targets for PLPs- 1:1/ year group meetings:	Teachers currently write PLP's with SENDCo, pupil and parents, however the targets can be more specific and measurable so progress can be more easily identified	SENDCo to work with phase groups to ensure staff are accurately pitching activities to support progress of children with special needs	February 2021	Rebecca Ritchie (SENDCo)	PLP's are accurate and progress identified against the national curriculum descriptors

Understanding Anxiety in school: Webinar provided by ASD team	Staff are aware of triggers that cause anxiety and poor focus but find difficult to positively challenge children off track	Deputies and Assistant Heads to attend webinar and cascade practice to staff	February 2021	Rebecca Ritchie (SENDCo)	Staff remove the barriers to learning so children maximise the progress they make against the national standards
Sensory Processing Difficulties & referral pathways- Internal training-	Teaching staff refer children to SENDCo when they are not making significant progress. This training will develop the skills of teaching staff to recognise and refer promptly	SENDCo to share training with teaching staff so they have the expertise to support children through knowing the specific language context, early identification of need and referral as appropriate	March 2021	Rebecca Ritchie (SENDCo)	SENDCo to plan staff meeting to develop further understanding and skills of teaching staff working with children with ASD or other identified areas of special needs. Children with special needs make measurable progress.
Managing the Challenge: Webinar:	Teaching staff vary in their skills to manage children with special needs.	ASD Team to deliver training to teaching staff so they are more aware of the processes of learning for children with special needs. Further develop cohesive school approach	March 2021	Rebecca Ritchie (SENDCo)	Further develop our whole school approach. Teaching staff develop their expertise so children maximise their progress
Introduction to specific literacy difficulties:	Teaching staff vary in their understanding and skills when supporting children with literacy difficulties	Internal Staff Training to ensure teaching staff are able to identify strategies which support learning and progress	May 2021	Rebecca Ritchie (SENDCo)	Improve the outcomes for those children experiencing language
Developing and Writing Social Stories:	TA1s: will have limited experience in this area.	ASD team to develop the skills of TA1's so they are able to further facilitate story composition for those children with ASD	May 2021	Rebecca Ritchie (SENDCo)	Children with ASD are supported in writing and achieve the best outcomes against their targets and national expectation
Autism: Girls and Young Women: Webinar	Teaching staff have limited experience in this area	ASD Team to support teaching staff in the understanding and need for a differentiated approach, for girls with autism. to achieve their targets	June 2021	Rebecca Ritchie (SENDCo)	Girls with autism achieve their short term and long term targets

Physical Environment

Parklea Primary School is continuing to grow and develop. We have children with varying needs but none/, at the moment requiring wheelchair access. We will, if required utilise a ground floor classroom where there is access, as and when the provision is needed. We have disabled toilets situated on both sites available for day to day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Entrances accessible for disabled people	The Upper Site is a multi-level building with internal steps to raised areas of the school. Part of the upper building is on the first floor, accessed via a double flight of steps with an intermediary landing. The lower site has disabled access but there are steps from the school onto the playground but with an alternative ramp entrance	To negotiate funding with Luton Borough when appropriate funding available	2024	S Spooner	Disabled people continue to access the school through the entrances already in existence. All entrances accessible
Ensure all disabled children can safely exit the building through the playground on lower site if evacuated	All support staff trained as Fire Wardens (see Fire Risk Assessments)	Ensure all entrances / exits are accessible to wheelchair users	2025	S Spooner	Disabled people continue to access the school through the entrances already in existence. All entrances accessible
Maintain access for visually impaired	Yellow strips on all stairs and clear signs all around school Stair bannisters are painted a different colour to the walls. Emergency door painted a different colour to the frames.	Renew all yellow strips on all lower side playground steps as appropriate	2023	S Spooner	All areas clearly accessible

Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding	As required	SENDCo	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	Updated weekly as appropriate	SENDCo and ICT Manager	Website to have very clear information that can be accessed by all people
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable. Anomoly Boards in playgrounds.	School Office help parents access school information and complete forms. Boards in foyers to include translated information	During induction/ Ongoing	SENDCo and ICT Manager	Parents feel that they communication is effective.
Ensure all staff are aware of accessible formats.		Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	SENDCo	Staff understand how to ensure written information can be equally accessed.