

Park Schools Federation

Policies - ACCESSIBILITY PLAN



Record of Policy Amendment/History

Date Approved	Minute No.
13.11.13	124/13
10.03.15	24/15
10.05.16	75/16
05.10.17	117/17
22.10.2020	48/10.20
29.01.2024	181/03/24

Park Schools Federation Accessibility Plan 2023 – 2026

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

1. An **audit of the accessibility of the building is carried out yearly by the Site Manager; Rob Hindley**. This is to identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

Support in carrying out an audit is also available from the Index for Inclusion (CSIE) www.inclusion.org.uk

2. To develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues will be carried out ‘in house’ through INSET and CPD, as well as via the Derbyshire S4S website.

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It also remembers to consider the access needs of staff and parents/carers.

Governors, SLT and SENCo work closely together to ensure provision is inclusive for all.

The key action points of physical environment, curriculum provision and language barriers are detailed below. This will be reviewed at any time in light of changes in Pupil/staff or parent needs.

	Infant and Nursery	Junior
Numbers of Pupils on roll	218	261
Number of Pupils on SEN register	38	53
Number of Pupils with Visual disabilities	1	0
Number of Pupils on the Autistic spectrum	2	6
Number of Pupils with Physical disabilities	2	0
Number of Pupils with Auditory disabilities	0	0

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These actions are reviewed periodically, and any amendments made are recorded in the success criteria.

A - Improving access to the curriculum

Action	By Whom	When	Monitoring	Success Criteria
A1. Ensure that all school educational visits are made accessible to all pupils	Headteacher and class teachers	Every planned visit	Headteacher/Governors Risk assessments (kept in file)	All pupils are able to access educational visits, linked to curriculum work
A.2. Assess impact of resources held in school for SEN	SENCO and Subject Leaders.	On an annual basis thereafter.	Headteachers/Governors through Position Statement and Link Governor meetings	All SEN resources updated and their impact evaluated and shared during a planned meeting.
A.3. Audit staff training needs of newly and existing staff including apprentice teaching assistants to ensure knowledge and skills match with provision of children in school at present.	SENCO in consultation with the Headteacher and SLT.	Autumn 2 and on an annual basis thereafter	Collation of Knowledge and skills audit by SENCO fed back to Headteacher/Governors	Clear C.P.D. plan to address training needs identified. SSEN time is allocated appropriately to meet requirements.
A.4. Disability equality issues incorporated into Foundation subjects and PHSE - medium term planning, including special events such as Deafness Awareness Week.	SENCO in consultation with Headteacher and SLT	Ongoing termly	SENCO to monitor planning and report to Link Governor	Subject and PSHE planning will incorporate disability equality issues.
A.5. Set appropriate learning challenges for pupils including assessment of learning and target setting.	Staff to utilise assessment for learning opportunities and ensure appropriate target setting that includes use of P-scales until the training on the use of the Engagement Model has occurred	Termly	Headteacher to monitor use of assessment and report to Governors SENCO to monitor use of Pre key stage standards, Birth to Five Matters, and then the Engagement Model	All staff will know how to use the Engagement Model Staff will use assessment and target setting appropriately to ensure learning challenges are given to pupils.

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B - Improving access to Physical Environment

Action	By Whom	When	Monitoring	Success Criteria
B1. Review risk assessment of the School building and environment for pupils with disabilities and develop plans for individual children	Headteacher in consultation with SENCo and Teaching Assistants with responsibility for pupils with SEN	Autumn term and then each new academic year	SENCO to monitor appropriateness of risk assessment plans for individual pupils Governors' Health and Safety Committee to ensure risk assessments have been carried out	Risk assessment of the buildings and environment to have been completed and plans for individual pupils to be produced as appropriate. Access work carried out in Nursery and Early Years Unit including pathways and ramps. Access to school for Wheelchair/Motor scooters.
B2. Fire evacuation procedures to be practised to ensure that pupils with disabilities are able to vacate the building safely and quickly.	Headteacher, Teachers and Teaching Assistants with responsibility for pupils with SEN	Termly	Headteacher and Governors'	Any issues will have been identified and appropriate action taken. Pupils with disabilities will be able to evacuate safely and quickly. Alarm system upgraded to link both schools together.

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C - Improving access to Information

Action	By Whom	When	Monitoring	Success Criteria
C1 . Seek parental opinion on accessibility for pupils who have a disability	SENCO with parents/guardians	Termly	Agenda item at each Annual Review - minutes to record views and action taken	Opinions will be taken into account and where appropriate are actioned
C2. Ensure the Admin Team are aware of communication systems that highlight children with special dietary needs, or health issues, to SENCO	School Admin Team in consultation with the Headteacher	On-going checks carried out termly.	All staff aware of information Transition minutes to record details Headteacher to monitor progress of the Admin Team	List to each teacher by office staff. Transition meetings to provide SENCO updated information. Any changes are shared during team meeting.
C3. Staff will ensure that the needs of every pupil will be met in lessons, including production of differentiated materials to meet identified needs.	Class teachers and Teaching Assistants supporting pupils with SEN	Termly	Class teachers to monitor Teaching Assistants SENCO to monitor provision throughout School	Staff will engage in mixed-ability teaching and produce differentiated materials appropriate to pupils' needs. Use of ICT equipment will be considered to meet needs Support Services will be utilised to source materials and provide advice.