



ACCESSIBILITY POLICY AND PLAN

School Policy:	Accessibility Policy and Plan	
Date:	June 2026	
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Introduction

The Park Schools Federation is committed to providing a fully inclusive environment in which all pupils, staff, parents, carers and visitors are treated fairly and with respect. We recognise that every child is entitled to access high-quality education and that some pupils may require additional support, adaptations or reasonable adjustments to ensure they can participate fully in school life.

This Accessibility Plan has been developed in accordance with the Equality Act 2010 and reflects the Federation's commitment to removing barriers that may prevent pupils with disabilities from accessing educational opportunities. The Federation actively promotes equality of opportunity and seeks to create an environment in which diversity is valued and celebrated.

We recognise that accessibility extends beyond physical access to buildings and includes access to the curriculum, learning opportunities, information, communication and participation in wider school life. This plan sets out how the Federation will continue to improve accessibility over time through strategic planning and ongoing review.

Legal Framework

This plan has been prepared with due regard to the requirements of:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- SEND Regulations 2014
- Supporting Pupils with Medical Conditions (2014)
- Working Together to Safeguard Children
- Reasonable Adjustments for Disabled Pupils Guidance
- Public Sector Equality Duty

The Equality Act 2010 places a duty on schools to make reasonable adjustments and to plan strategically to improve access to education for pupils with disabilities. Schools must demonstrate how they are increasing access to the curriculum, improving the physical environment and making information available in accessible formats.

Definition of Disability

The Equality Act 2010 defines a disability as:

"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

This definition includes a broad range of needs and conditions, including physical disabilities, sensory impairments, medical conditions, learning difficulties, autistic spectrum conditions and mental health needs. The Federation acknowledges that some pupils may be disabled without necessarily having identified Special Educational Needs and Disabilities (SEND), and that barriers to participation may arise in many different ways.

Federation Context

The Park Schools Federation serves a diverse community and is committed to ensuring that all pupils can achieve success regardless of need, disability or background. We work proactively with pupils, families, governors, external agencies and professionals to identify barriers to learning and remove these wherever possible.

Accessibility considerations are embedded within school improvement planning, curriculum design, staff development, premises management and health and safety procedures. The Federation continually reviews provision to ensure that pupils with disabilities can participate in education and wider school activities alongside their peers.

Responsibility for implementing and monitoring this plan lies with the Governing Board, Executive Headteacher, Senior Leadership Team, Federation SENDCo and Site Management Team.

Our Vision for Inclusion

At The Park Schools Federation we believe inclusion is everyone's responsibility. We strive to create a learning environment where differences are recognised positively and where every child feels safe, respected and valued.

Our aim is to ensure that pupils with disabilities have the same opportunities as their peers to access learning, develop independence, participate in extracurricular activities and contribute fully to school life. Through careful planning, professional development and partnership working, we seek to remove barriers and raise aspirations for all learners.

Developing and Reviewing the Accessibility Plan

This Accessibility Plan has been developed following consultation with key stakeholders across the Federation. The planning process included an audit of current provision, identification of barriers to access, review of curriculum accessibility, evaluation of the physical environment and consideration of communication methods used throughout the school community.

The Federation has consulted with governors, school leaders, teaching and support staff, parents, carers and specialist professionals. Feedback gathered through these processes has informed the priorities identified within this document.

The plan will be reviewed annually to monitor progress and ensure actions remain relevant. A full review will take place every three years or sooner where significant changes occur within the Federation.

Accessibility Objectives

In accordance with statutory requirements, the Federation's Accessibility Plan focuses on three key areas.

Firstly, we aim to increase the extent to which pupils with disabilities can participate in the curriculum. Secondly, we seek to improve the physical environment to support access to education and associated services. Finally, we aim to improve the availability of information for pupils, parents, carers and visitors who may require alternative forms of communication.

These priorities underpin all actions contained within this plan and ensure a strategic approach to improving accessibility across the Federation.

Current Good Practice

Access to the Curriculum

The Park Schools Federation places inclusion at the centre of curriculum planning and delivery. Staff are committed to providing quality first teaching that meets the needs of all learners and regularly adapt lessons to ensure accessibility. Reasonable adjustments are implemented where necessary, and specialist advice is sought to support pupils with additional needs.

Individual support programmes, assistive technology, adapted resources and assessment arrangements are used to help pupils access learning effectively. Educational visits, enrichment activities and extracurricular opportunities are planned with accessibility considerations in mind to promote participation for all pupils.

The Federation also works closely with a range of specialist services, including educational psychologists, speech and language therapists, hearing impairment services, visual impairment services, occupational therapists and physiotherapists to ensure pupils receive appropriate support.

Area	Current Position
Staff Training	Ongoing SEND and inclusion training programme established inline with staff skills audit and lesson observations
Adaptive Teaching	Continuing CPD required on adaptive teaching and using assessments to inform this
Assistive Technology	Available and reviewed according to need

Educational Visits	Accessibility reviewed as part of planning process
Specialist Support	Access to external agencies and professional services are regularly welcomed into school to support provision advice for pupils and Federation ongoing planning for inclusion
Assessment Arrangements	Implemented where required for key assessments

Access to the Physical Environment

The Federation continually reviews its learning environments to ensure they are safe, welcoming and accessible. Accessibility is considered whenever maintenance, refurbishment or development works are undertaken. The Federation maintains evacuation procedures that take account of individual needs and ensures that Personal Emergency Evacuation Plans are developed where required.

Where practicable, pathways, entrances, signage and facilities are maintained to support access for all users. The Federation also seeks to ensure that furniture, equipment and learning spaces are suitable for pupils with a range of disabilities and additional needs.

Physical Environment Audit Summary

Area	Current Position
Site Accessibility	Regularly reviewed Summer 2026- Instillation of accessible toilet planned for summer holidays.
Emergency Procedures	Inclusive arrangements in place And PEEPs developed for those who require them
Signage	Reviewed as part of accessibility planning
Learning Environments	Adapted according to need and inline with training provided to meet a variety of needs
Premises Development	Accessibility considered in future planning Summer 2026- Instillation of accessible toilet planned for summer holidays.

Access to Information

The Federation recognises the importance of ensuring information is accessible to all members of the school community. Information can be provided in alternative formats where required, including large print, electronic formats, visual supports and translated materials where appropriate.

Digital communication methods are reviewed regularly to ensure accessibility standards are maintained. Staff are encouraged to use communication approaches that support understanding and engagement for pupils and families with differing needs.

Information Access Audit Summary

Area	Current Position
Alternative Formats	Available upon request. Use of Dojo for key messages, which translates. Use of goggle translate on ipads where necessary.
Visual Supports	Used where appropriate Purchase of Widget licence to support visual prompts. Development of Knowledge organisers for curriculum use, to highlight key information to support learning.
Digital Accessibility	Reviewed regularly Year group sets of Ipads. Touch typing teaching for identified pupils.
Parent Communications	Multiple accessible channels available Dojo Arbour Open door policy
Staff Awareness	Ongoing training and guidance provided Skills gaps identified and training planned accordingly.

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

A. Improving Access to the Curriculum

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
A1. Ensure all educational visits are fully accessible and inclusive for all pupils, including those with SEND and disabilities.	Executive Headteacher, Educational Visits Leaders (EVLs), Assistant Head for Inclusion	For every planned visit	Executive Headteacher, Governors, EVLs, Heads of School, SENDCo through EVOLVE risk assessments and visit evaluations	All pupils are able to participate fully in educational visits. Reasonable adjustments are planned and implemented where required. Educational visits successfully support curriculum access and inclusion.
A2. Audit and evaluate the effectiveness of SEND resources across the Federation.	SENDCo, Subject Leaders, Assistant Head for Inclusion	Annually	SENDCo, Assistant Head for Inclusion, Heads of School	SEND resources are reviewed, updated and aligned with pupil need. Impact on learning and pupil outcomes is evaluated and shared with staff and governors. Two resource bases will be set up at The Federation- The Meadow (Nurture) The Orchard (Communication and Language Hub)

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
A3. Identify and address SEND training needs for all staff, including new staff and apprentice teaching assistants.	SENDCo, Heads of School	Autumn Term annually	SENDCo and Heads of School through staff skills audits and CPD evaluations	Staff training needs are identified through audit. A targeted CPD programme is implemented, ensuring staff knowledge and expertise meet the needs of current pupils.
A4. Embed disability awareness, equality and diversity throughout the curriculum, assemblies and PSHE programme.	SENDCo and Subject Leaders	Ongoing – reviewed termly	SENDCo monitoring of curriculum planning and reports to Link Governor	Curriculum plans, PSHE lessons and assemblies consistently promote understanding of disability, equality, diversity and inclusion. Pupils demonstrate increasing awareness and respect for individual differences.
A5. Ensure teaching is appropriately adapted to meet individual learning needs, targets and next steps, whilst providing challenge for	Teaching Staff, supported by SENDCo	Termly	SENDCo through assessment reviews, learning walks, pupil progress meetings and book scrutiny	Staff confidently use assessment information, including SEND assessment tools, to plan appropriately challenging learning. Pupils make good progress from their starting points and learning gaps are

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
higher-attaining pupils.				effectively addressed.

B. Improving Access to the Physical Environment

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
B1. Review accessibility of the school buildings and grounds and develop personalised plans for pupils where required.	Executive Headteacher, SENDCo, Assistant Head for Inclusion	Annually	SENDCo and Governors' Health & Safety Committee	Accessibility audits and risk assessments are completed annually. Individual plans are developed where appropriate. School environments remain accessible and safe for all learners.
Additional Accessibility Improvements	Site Team, Executive Headteacher	Ongoing	Health & Safety Reviews	Pathways and ramps within Nursery and Early Years provision remain accessible and well maintained. Wheelchair and mobility scooter access is available where required.
B2. Ensure fire evacuation and emergency procedures fully meet the needs of pupils with disabilities.	Executive Headteacher, Teachers, Teaching Assistants	Termly	Executive Headteacher and Governors' Health & Safety Committee	Emergency evacuation procedures are practised regularly. Any issues are identified promptly and acted upon. Pupils with

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
				disabilities can evacuate safely, quickly and confidently.
B3. Maintain and review Personal Emergency Evacuation Plans (PEEPs) and Lockdown Procedures.	Class Teachers	Termly	Executive Headteacher and Senior Leadership Team	PEEPs are current, accessible and understood by all relevant staff. Procedures support the safe evacuation or lockdown of pupils with additional needs.
B4. Maintain effective alarm systems across Federation sites.	Executive Headteacher and Site Management Team	Ongoing	Health & Safety Monitoring	Alarm systems remain operational and effectively link both school sites, ensuring prompt communication in emergencies.

C. Improving Access to Information

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
C1. Ensure robust communication systems are in place to identify and share information relating to pupils with medical, dietary and SEND needs.	Administration Team, Business Manager, Heads of School	Ongoing, reviewed termly	Executive Headteacher and SENDCo	Accurate and up-to-date information is shared promptly with relevant staff. Transition records are maintained and reviewed. Staff demonstrate awareness of pupils' individual needs and

Action	Lead Responsibility	Timescale	Monitoring	Success Criteria
				required adjustments.
C2. Ensure teaching and learning materials are accessible and adapted to meet the needs of all learners.	Class Teachers and Teaching Assistants	Ongoing, monitored termly	Class Teachers, SENDCo, Subject Leaders	Lessons are appropriately adapted and inclusive. Staff employ a range of strategies, including assistive technology and specialist resources, to support access to learning. Pupils with SEND make expected or better progress.
C3. Utilise external support services and specialist advice to improve access to information and learning.	SENDCo	Ongoing	SENDCo and Senior Leadership Team	Appropriate external agencies are engaged when required. Recommendations are implemented effectively and contribute to improved pupil engagement, access and achievement.

Monitoring and Evaluation

The successful implementation of this Accessibility Plan will be monitored through the Federation's governance and school improvement processes. Governors will receive regular reports on SEND provision, accessibility developments and compliance with statutory duties. Progress will also be evaluated through health and safety audits, premises reviews, pupil outcomes, stakeholder feedback and annual accessibility reviews.

The Federation recognises that accessibility is an ongoing process rather than a fixed outcome. Consequently, the plan will be updated whenever new needs are identified or significant changes occur within the school environment.

Consultation

This plan has been developed through consultation with key stakeholders across the Federation, including governors, senior leaders, the Federation SENDCo, teaching and support staff, parents and carers, pupils where appropriate and relevant external professionals.

The Park Schools Federation values the views of its community and will continue to seek feedback to ensure that accessibility remains a central consideration in future planning and decision-making.

Related Policies

This Accessibility Plan should be read alongside other key Federation policies and documents which support inclusion, equality and safeguarding. These include the SEND Policy, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Health and Safety Policy, Complaints Policy, Safeguarding and Child Protection Policy and the School Improvement Plan. Together, these documents ensure a coordinated and consistent approach to meeting the needs of all pupils.

Publication Arrangements

This Accessibility Plan will be:

- Published on The Park Schools Federation website.
- Available from school offices upon request.
- Available in alternative formats where required.
- Shared with governors and key stakeholders as part of the Federation's commitment to transparency and accessibility.