



Accessibility Policy and Plan

PLANNING GROUP

The school has established an Accessibility Planning Group (APG) comprising:

Head of School
SENCO
Governor Representative
Caretaker

The function of the Planning Group is to:

1. Audit existing achievements/provision
2. Set goals and targets
3. Consult on the Plan
4. Implement and evaluate the Plan
5. Ensure the future of the Accessibility Plan

VISION STATEMENT

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *“schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”*. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. An Accessibility Planning Group will undertake the review process.

At Parkside Community Foundation Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- I. The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority (LA) and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists will also be consulted, such as specialist teaching services for children with physical impairments as needed. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- II. The plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- III. We are 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, as well as taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- IV. The plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It focuses on access to both the **physical environment** and **curriculum** and considers the following:
 - The curriculum – teaching and learning and supplementary activities
 - Classroom organisation
 - Timetabling and grouping of pupils
 - Homework
 - Access to school facilities
 - School sports
 - School policies
 - Playtimes and lunchtimes – including the serving of meals
 - Interaction with peers
 - Assessment and examination arrangements
 - Positive behaviour policy
 - School trips, clubs and activities
 - Arrangements for working with other agencies
 - Transition arrangements
 - Extra-curricular activities
- V. 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.
- VI. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management
 - Curriculum Policy
 - Fire Evacuation Plan
 - Health & Safety Policy
 - Inclusion Policy
 - Inclusive Sports Policy
 - Medical Policy
 - Positive Behaviour Policy
 - Single Equalities Policy and Plan
 - Specialist Resource Provision (SRP) Service Level Agreement
 - School Business Continuity Plan
 - School Improvement Plan
 - School Prospectus
 - Special Educational Needs and Disabilities Report
 - Staff Development Policy
- VII. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- VIII. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The Terms of Reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- IX. The Accessibility Plan will be published on the school website.
- X. The Accessibility Plan will be monitored through the Governor Finance and Premises Committees.
- XI. The school will work in partnership with the LA in developing and implementing this Accessibility Plan.

AIMS AND OBJECTIVES

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

CURRENT GOOD PRACTICE

We ask about any disability or health condition in early communications with new parents and carers and, if needed, we complete a care plan in consultation with the family, updating them annually or as and when needed. For parents and carers of children already at the

school, we collect information on disability annually via the pupil data collection sheets. We also give parents/carers the opportunity to disclose any access needs they may have, ensuring that they have full access to school events and the school community.

Physical Environment

Some aspects the physical environment present particular challenges, for example: lunch and break times for pupils with social/interaction impairments – however, we have ensured that there is full access to structured activities and active play during both playtime and lunchtime. There is access to two care suites and one assisted toilet within the school.

Curriculum

Our staff work closely with the SENCO and outside agencies to ensure there is full access relating to an individual's needs so that they can enjoy, participate and make progress alongside their peers in all curriculum areas. Disabled pupils have access to extra-curricular activities. We have a sports specialist teaching PE across the school that will ensure all children participate in lessons.

ACCESS AUDIT

The school is built over three floors with flights of stairs to access each level. The pathways around the outside of the building are flat and provide access into four of the nine classrooms. There is no disabled access to the top floor for wheelchair users and there would need to be adjustments made for other impairments. The middle level has access to the dining hall, school hall, two classrooms and a changing suite. The lower level has access from the outside to the rooms and the previous nursery has a changing suite. All classes (except the previous nursery) have a small step into them and would need a small ramp to enter the rooms. External doors are wide enough for wheelchairs to enter.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. The main entrance features a secure lobby and has a wide step, wheelchair users would need assistance to enter the building. There are disabled toilet facilities available; one in the reception class on the middle level, and previous nursery room, assisted toilets on lower level. All these are fitted with a handrail. The disabled toilets in reception class on the middle floor has a hoist and showering facilities available, currently disabled, the nursery changing facilities include a wet room available, the shower is currently disabled. The school has internal emergency signage and escape routes that are clearly marked.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the LA.

Policy adopted by Governing Body on 14/01/2025

To be reviewed on 14/01/2028

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. Archer

