

# Accessibility plan

# Park Spring Primary School



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Park Spring School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Pupils, Parents, Staff, Governors and the local Authority.

## 2. 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.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase the extent to which disabled pupils can participate in the curriculum	<i>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Children can access alternative year group curriculum through B Squared and Early Years development journal.</i>	Implementation of new pre-KS indicators in the light of the Rochford review	Purchase new B Squared materials. Training for all staff. Audit on use of new materials	LC inclusion manager	September 2019	Any funding applications for 2019-2020 will use the new P.KS indicators to evidence.
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	<i>New building opened in May 2018 and was designed to meet the needs of all learners and includes:-</i> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at</i></li> </ul>	There are no access issues at the moment.	Ensure all corridors stairways are clear of obstructions at all times	Site Manager + all staff to monitor	N/A	

	<p><i>wheelchair-accessible height</i></p> <ul style="list-style-type: none"> <li>• <i>Meal time service at low level</i></li> </ul>					
<p>Improve the availability of accessible information to disabled pupils</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>To further develop the use of visual communication systems. Create personalized risk assessments and access plans for individuals. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions including emergency evacuation procedures are clear and that staff are capable of carrying them out.</p>	<p>STARS visual communication training for all staff working with children with autism.</p> <p>Non verbal communication visual aids are consistently used.</p> <p>EYFS and KS1 pupils using board maker symbols to communicate their wants and needs.</p>	<p>LC inclusion manager</p>	<p>September 2019</p>	<p>Consistent use of PECS by both staff and children</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by

The Governing body and the Head Teacher

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	There are 4 levels to our building			
Corridor access	All corridors are wide enough to facilitate wheelchairs and there are areas where wheelchairs and walking frames can be placed out of the way. All the corridors have a safe refuge area.	Corridors to be kept free of obstructions		
Lifts	Our lift accesses all levels, and can be used during an emergency as an evacuation lift	We have an SLA in place with the manufacturer to ensure our lift is always in safe working order		
Parking bays	We have ample accessibility parking in both our car parks	These are monitored at regular intervals to ensure they are not being misused.		
Entrances	All school entrances are wide and accessible	These doors are normally kept locked and are linked to our fire alarm system visitors should use the main entrance		
Ramps	There are ramps around school to access all levels. However there is no ramp access to our	This would be developed as and when needed		

	field area			
Toilets	There are accessible toilets for children and adults on all levels of the building			
Reception area	The reception area entrance has an automatic door and low level office window			
Internal signage	All internal signage is in place			
Emergency escape routes	Escape routes are clearly marked, kept free of obstructions. These routes have safe refuges with communication in the event of an emergency	All escape routes to be reviewed and checked on a regular basis	Site manager	