

Accessibility Plan

Park Spring Primary School



Approved by: Governing Body

Date: October 2024

Next review due by: October 2027

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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 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 disabilities associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Park Spring School, pupil achievement is celebrated in a pupil-centered 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 access to the curriculum for pupils with a disability	<p>Our school offers the same curriculum with adaptation when required</p> <p>We use resources tailored to the needs of pupils who require access to the curriculum</p> <p>Curriculum progress is tracked for all pupils including those with disabilities</p> <p>Long term SMSC plans provides examples of people with disabilities</p>	<p>Ensure assessments at pre-key stage are accurate</p> <p>Further embed adaptive curriculum with regular use of '5 a day' principles</p> <p>Medium/Upper Quartile progress on B Squared Tool for pupils with disabilities</p>	<ul style="list-style-type: none"> • CPD around accurate assessment including other assessments such as bSquared or SENIT resources • Revisit '5-a-day' in PDMs as a 'spotlight', encouraging a forum of sharing good practice 	SENDCO		The vast majority of pupils will be achieving medium/upper quartile of progress relative to their starting point over 12 month period.

			<ul style="list-style-type: none"> • Work closely with computing lead to develop Assistive Tech access for pupils who need. 			
Improve and maintain access to the physical environment	<p><i>New building opened in May 2018 and was designed to meet the needs of all learners and includes:-</i></p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p><i>Repurposing of the school bungalow Spring 2022</i></p>	Development of sensory provision	<p>Redevelopment of inclusion room to include high arousal and low arousal sensory spaces</p> <p>Create a lower stimulus environment as a whole school approach. Work with the displays' lead to develop</p>			<p>STARs Enviromental Audit will show we meet a suitable learning environment for the majority of pupil's needs (95% of pupils). Where pupils have higher needs for the environment, specific adaptations have been made</p>

	<ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled toilets and changing facilities</i> 					
To develop the school's Neuro Affirming practices	<p>Working with external partners to audit current provision</p> <ul style="list-style-type: none"> • STARS • Jenny Scott Consultancy 	<p>Ensure learning environments are neuro affirming to support cognitive overload.</p>	<p>Predictable learning environments- choice of colour, use of widgit – set out in the teacher handbook</p> <p>ND ambassadors who champion ND environment, promote sensory space usage, as well as run targeted and personalised interventions to support the pupils access to school (mentoring, going home club)</p> <p>Staff CPD – including support staff</p>			

			<p>Signage around school which is ND friendly</p> <p>Development of regulation opportunities outside/ school grounds</p> <p>Slide guidelines for teacher to use with planning in accordance with ND friendly practices as well as to promote access for all and curriculum engagement</p>			
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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 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 field area	This would be developed as and when needed		
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	<p>Escape routes are clearly marked, kept free of obstructions.</p> <p>These routes have safe refuges with communication in the event of an emergency</p>	All escape routes to be reviewed and checked on a regular basis	Site manager	