



Accessibility Policy

Last reviewed: January 2024

Next reviewed: January 2027

Received and Agreed by the Governing Body

Signed Chair of Governors: _____ Date: _____

1. Introduction

Improving access to education and educational achievement for pupils with disabilities or differences is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

2. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Parkwood 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. We use the Parkwood values (British values) to guide our practice.

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. The school works in partnership with the Hackney Education to develop and implement an accessibility strategy based on the same principles as that of the Learning Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 and governors of the school.

3. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Our Action plan

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

Improving the physical access

Target	Strategies	Timescale	What will success look like?
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	<p>Indoor</p> <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Sendco to coordinate professionals to support with transition and any specialist equipment Maintain good working order of all disabled toilets and facilities <p>Outdoor</p> <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access Pupil questionnaire - Seek pupil views through School Council on improving play areas Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes 	ongoing	<ul style="list-style-type: none"> The environment is suitable and safe for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible
To ensure all pupils consume a good lunch	<ul style="list-style-type: none"> a low stimulating environment during lunchtime is available for pupils who need that space Support for eating given where necessary ie. Specialist cutlery 	Daily	All children can access to an environment conducive to eating.
To continue to develop the playground facilities for all	<ul style="list-style-type: none"> Look for funding opportunities Involve the School Council Regular checks and maintenance 	ongoing	<ul style="list-style-type: none"> Inclusive child-friendly play areas. Wheelchair access maintained around the

children. To ensure path ways are appropriate for wheelchair access.	<ul style="list-style-type: none"> • Site manager to report any problems 		school grounds
To ensure a swift whole school evacuation in the event of an emergency	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency.</p> <p>Ensure staff understand their roles in supporting pupils in the event of an evacuation.</p> <p>Pupils to have PEEP's if required.</p>	Annually, and as new children join the school throughout the year	All staff understand how to evacuate everyone from the building quickly and safely.

Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
To identify pupils who may need additional provision to ensure smooth transition.	<ul style="list-style-type: none"> • Liaise with pre-school providers to review potential intake for September • Liaise with SENCo's to ensure clear transfer of records/information • Arrange multi-agency meetings where necessary to ensure the provision is suitable • Where possible observe the child in their setting prior to attending out school • Any changes in pupil's needs identified within SENCo progress meetings • Meeting arranged with parents – information sharing/needs of the child- at least termly 	Summer Term for transition and Autumn Term follow-up each September	<ul style="list-style-type: none"> • Procedures, resources/equipment and strategies in place • Parents are kept informed of provision and able to contribute as partners in their child's education
Access to learning/ in class provision	<ul style="list-style-type: none"> • Ongoing monitoring from SENCO through book looks and pupil book studies • Learning walks to ensure all children access learning and are accessing adaptations and specific resources as needed. • Liaise with external professions e.g. SALT/EP to incorporate strategies for learning 	On-going	All pupils have equal access to a broad and balanced curriculum
To review the attainment of pupils with SEND regularly through whole school tracking	<ul style="list-style-type: none"> • Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support and with EHCPs • Attainment of SEND children over the year to be analysed 	Min. of 3 x pupil progress meetings 1 x annual EHCP review 3 x termly	<ul style="list-style-type: none"> • Analysis shows that expected progress has been made by all pupils • Progress towards the EHCP targets or SEN plan targets has been

systems.	<p>termly and shared with relevant staff and governors</p> <ul style="list-style-type: none"> • SEN plans to be reviewed and updated regularly • EHCPs to reflect needs of pupils based on progress made. Changes made in collaboration with parents/carers. 	SEND Progress Meetings – SENCo and teacher Ongoing	achieved. • Provision has been reviewed and amended based on needs of pupils
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children can access trips in line with their learning • venues and transport are vetted for suitability • Teacher's to ensure staff understand their roles in supporting children with SEND during the trip 	On-going A member of SLT to approve risk assessment prior to trip	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<p>Ensure whole school events can be adapted to include all children</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</p> <p>Disabled children feel able to participate equally in out of school activities.</p>	As required	Disabled children feel able to participate equally in out of school activities.
To continue to develop staff understanding of autism and attention autism interventions	<ul style="list-style-type: none"> • Provide training for those necessary staff • Ensure there are resources available for the intervention-manage budget 	Ongoing Whole staff and/or key adults	Improved staff understanding of autism <ul style="list-style-type: none"> • Attention Autism adopted where appropriate • Staff confident in running and assessing through Attention Autism
To meet the needs of individuals during statutory Sats	<ul style="list-style-type: none"> • SLT to ensure access arrangements are appropriate to needs I.e. Use of additional time, Use of other space to perform tests, use of reader for maths. • SLT to draw up access plan and share with relevant staff. 	Summer term	To ensure children with specific disabilities have equal access and opportunity to perform to the best of their ability during SATs.
To review out of hours provision and develop/ensure accessibility for all pupils.	<ul style="list-style-type: none"> • Monitor club members • Meet with club Leaders where necessary • Ensure accessibility and improve where possible 	termly	<ul style="list-style-type: none"> • All out of hours activities are organised to be accessible to all pupils in school

Improving the delivery of information to parents of pupils with SEND and to the pupils

Target	Strategies	Timescale	What will success look like?
To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> • Office staff aware of parent's needs as notified and adapted material on request • The school will make itself aware of the services available for converting written information into alternative formats • Health Care Plans kept up-to-date – access to all and kept in the same place • Up-date Medical forms regularly – all classrooms to have medical records and one page profiles in their green folders • Up-date SEND forms in line with guidance 	ongoing	<ul style="list-style-type: none"> • All staff aware of the needs of the school • Records up-to-date • The school will be able to provide written information in different formats.
To ensure that the school environment offers further information to pupils and visitors.	<ul style="list-style-type: none"> • Photographs of all staff on display board with names • Classrooms labelled • Environmental print • Displays offer visual and written support/adapted where needed • Photographs/images for visual support on display • Monitored through learning walks 	Entrance hall annually Displays termly	<ul style="list-style-type: none"> • Visual and written environment offers support and is consistent around the school
To continue to up-date and improve the school website and school communication systems (ping0 to ensure information is fully accessible.	<ul style="list-style-type: none"> • Website redesigned/developed and improved over time • Checklist completed for all relevant information that needs to be on the website <ul style="list-style-type: none"> • All parents invited to join ping. Support to join/use given when required 		<ul style="list-style-type: none"> • Website up-dated and all relevant information available and up-dated regularly • Friendly/easy to access website • Website used by parents

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

5. Monitoring and review

The responsibility for the Accessibility Plan lies with the governing body and Headteacher. The Local Authority provides advice on the production of access plans. Planning should start with the information that is already held by the school regarding the nature of the pupil population and the school's strengths and weaknesses in ensuring access for disabled pupils.

The curriculum committee of the governing body will monitor this policy on a 3 year basis, in consultation with staff. If the policy appears to need modification, then the committee will report its findings and recommendations to the full governing body.