



Disability Access Plan 2016-1019
Parkfield Primary School

Introduction

At Parkfield 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. Parkfield Primary School is committed to providing a full and balanced curriculum to all children and has high expectations of all the whole school community as learners. 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.

The Governing Body recognises its duty under the Equality Act 2010 that schools should have an Disability Access 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.

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

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of the educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and to further developing a culture of awareness, tolerance and inclusion.

The Parkfield Primary School Accessibility Plan contains relevant actions to:

- ✓ Improve access to the physical environment of the school.
- ✓ Ensure access to the curriculum for pupils with disabilities in line with the requirements of the Disability Equality Act.
- ✓ Improve and make reasonable adjustments to the delivery of written information to children, staff, parents and visitors with disabilities.

Vision and Values

- At Parkfeld School, we aim to include all children in all aspects of the curriculum and school life irrespective of disability.
- We believe in the early identification of children who may have a disability and this begins with admission to Parkfield School and is seen as an ongoing process.
- We believe that it is the right of all children to have access to quality learning experiences in a safe, secure and supportive environment.
- We recognise that children learn in different ways and understand that it is our responsibility to provide a multi-sensory approach to teaching in order to meet the differing learning styles of the children.
- The curriculum and provision is differentiated to meet the needs of the children with appropriate resources available to meet individual needs.
- Children are encouraged to be fully involved in their learning, and to be proud of their progress and achievements. They are also encouraged to respect and celebrate the achievements of others.
- Parkfield School plans, over time to enhance and develop the physical environment in order to ensure access for all – children, staff and visitors to the school.

School Audit

The school is a two storey building with wide corridors and several access points from outside. Nursery, Reception, KS1 and Year 3 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair, which is maintained on a regular basis through a service agreement. School staff are trained in the operation of the lift when relevant.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the main entrance hall (which also has a modified low access shower), and one upstairs near the library. Both are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Parkfield Primary School Accessibility Plan 2016 – 2019

Maintaining access to the physical environment for children and adults with a disability.

An Access Audit was carried out by School Ambassadors, Inclusion Manager and the SEND Governor (parent) in September 2016

Commitments / Issues Identified	Action required	Timescale	Person(s) Responsible	Resources
Evacuation Risk for people with mobility difficulties on upper floor.	Evacuation chairs available at both stairwells. Staff training in evacuation procedures.	July 2019	Health and Safety Officer Inclusion Manager	School Budget
Improve and maintain the physical environment of the school (Maintain contrast with stair edging for visually impaired. Ensure door handles contrast with main colour of door. Ensure lighting in the car park is sufficient at all times)	Replace safety surface under climbing frame. Pond Area – improve access by creating decking.	July 2017 July 2017 Ongoing	Caretaker/Site manager Grounds maintenance contract. Health and Safety Officer Inclusion Manager	School Budget School Budget
Playground equipment inaccessible to pupils with physical disabilities	Incorporate accessible play equipment into design for playground development.	July 2019	Caretaker School Ambassadors Inclusion Manager	Pupil Premium Funding Funds raised by Ambassadors
Induction Loop - Office	Install induction loop in school office to support service users with hearing impairments	July 2018	Office Manager	School Budget

Improving access to the curriculum for pupils with a disability

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for current pupils and prospective pupils, with a disability.

Commitments/ Action	Planned impact on children.	Timescale	Lead/Support	Resources
To plan, monitor and evaluate highly differentiated work programmes for children with complex needs.	Greater access to the curriculum for all, improved self-esteem and behaviour. Greater Inclusion.	On-going	SLT Inclusion Lead/Senco Class Teachers Teaching and Learning Assistants	Staff Training Cost of adults to provide cover. Time for monitoring impact.
To provide increased opportunities for involvement in extra curricular activities, sports and residential trips. Planning and risk assessments take into account accessibility issues and comply with legislation. Reasonable adjustments, e.g. transport arrangements.	Increased progress and attainment. Increased engagement in learning and school life.	On-going	SLT Inclusion Lead/SENCO Class Teachers	Cost of resources and provision of extra adults to support. Pupil Premium Funding
To ensure the school's core offer provides a wide range of opportunities to meet the needs of all children.	To improve progress and achievement in all areas of the curriculum	On-going	Inclusion Lead/SENCO Class Teachers Teaching and Learning assistants	Training Time to monitor effectiveness
To ensure that the lowest attaining children have their needs met through targeted support. Assess Plan Do Review approach in line with Code of Practice to monitor impact of intervention / support on outcomes.	Increased progress and attainment in targeted areas of the curriculum. Raised self-esteem	On-going	Head Teacher Inclusion Lead/SENCO Class Teachers Teaching and Learning assistants.	Staffing Pupil Premium Funding

Improving access to written information.

Commitments/ Action	Planned impact on children.	Timescale	Lead/Support	Resources
School brochure, newsletters and other information for parents is available in alternative formats when specifically requested by parents. Update admission form to include parental needs in terms of accessing information.	Improved communication with families will support childrens learning in school. Interpreter provided for parents for annual reviews of EHCP. Meetings with outside agencies and other professionals.	July 2018	Office Manager SLT	
Written material available in alternative formats, e.g. large print, audio, use of IT when helpful for individual pupils.	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class texts, homework.	On going	Class Teacher InclusionLead/ SENCO	
Visual supports are used to aid understanding and independence for all pupils, including those with disabilities.	Use of visual timetables, prompts, schedules etc. to promote independence from adults, reduce anxiety and make expectations clear.	On going	Inclusion Lead SENCO SLCN teacher All staff	
Standardise labels in class and around school. Key areas and equipment are labelled using pictures and words. Timetables and routines within the classroom and wider school environment are supported visually (not just with the written word)	Children will more confidently be able to access resources and equipment. Children will be able to access and follow timetables and routines. Classrooms and wider school support and encourage social interaction and use of language by the children.	On going	Inclusion Lead/ SLCN teacher All staff	