



## Parkgate Primary School

### School Accessibility Plan 2022-2025

#### Policy Introduction

Parkgate Primary has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0-25 years. This will be reviewed every three years by the Governing Body.

#### Definitions of SEND-

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- ‘has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The definition 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

## The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Website
3. The safeguarding and child protection policy
4. The Behaviour Policy (Personal development, behaviour & welfare policy)
5. The Physical Intervention Policy
6. The Special Educational Needs policy
7. The School Information Report
8. The Local Offer

## 9. The Accessibility Plan

### Aims

To increase the extent to which SEN & disabled pupils can participate in the school curriculum. To make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Not to treat disabled pupils less favourably for reasons related to their disability. To promote equality of opportunity and to foster good relations between disabled and non-disabled children. The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary. The action plan below identifies key activities that will take place to

ensure that the school becomes increasingly accessible for pupils with disabilities. An overview of current support in regards to the curriculum, physical access and Information access is listed below.

### Overview of support at Parkgate

#### Parkgate's Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team, previous schools and outside agencies.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, social, emotional & mental health).
- Using specialist colleagues to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using 'P' scales (or new 7 'aspects of engagement' assessment for P scales 1-4 from 2020) where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a Restorative approaches ethos within school

- To work towards developing a Forest schools ethos with 1 member of staff trained as a forest school practitioner.
- Developing areas around school to further enhance and develop learning, Rainbow Room, pond, woodland, outdoor play areas in EYFS, outdoor classroom, etc.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, differentiation, learning partners, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Playground Pals scheme to support vulnerable pupils ( under review)
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being – OB2L support in the Rainbow Room, Young Carers, PSCHC curriculum & therapy from the clinical psychologist
- Staff use Makaton signing to support learning, when necessary. Training is planned around need each year. Recent training has taken place in SEND, Restorative approaches, ASD, Safer Handling, epi pen, intensive interaction and there are a high number of trained first aiders.

#### Parkgate's Physical Access:

- The school building is almost fully accessible for pupils with physical difficulties although access sometimes takes the pupil via an outside route. The Governing Body is monitoring the accessibility of the school site.
- The outside play areas are mostly flat and the main areas are almost completely accessible to wheelchair users

- Wheelchair access to all buildings that are used day-to-day.
- 2 disabled car park spaces, one by the main entrance and one by the upper phase entrance.
- Disabled toilet facilities available near the office and upper phase, with wheelchair access.
- Adapted/specialised furniture can be provided to meet individual needs.
- Private room spaces to enable confidential meetings to take place with SEND lead, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil's health and well-being.
- Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

#### Information Access at Parkgate:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Parents section on Website with access to policies and curriculum information
- Text messaging and email to parents
- Paper copies of all documents available from the school office on request

## Parkgate's Access Improvement Plan

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	Regular CPD updates staff annually  Medical register updated at least annually  Diabetes, asthma, epi pen, specific medical needs, OT, ASD training provided regularly	To ensure all staff have a clear understanding of the SEND Code of Practice 2014  To provide regular training and updates  To promote and further develop a fully inclusive school environment	Regular CPD updates given by SEND lead and outside agencies  SEND lead attends regular training updates  NQT training	HT  Inclusion Team  SEND lead  SLT  CTs	Annual updates	Regular reports to governing body  Medical register & health care plans up to date  School Information report updated annually & available on website

	<p>School liaises with NHS providers, clinical psychologist, LA providers and Sensory support to meet needs of current pupil cohort</p> <p>Differentiation provided to meet learning needs of pupils</p> <p>Termly SEN reviews with parents</p> <p>Each year group provides a provision map outlining support given</p> <p>Pupil progress meetings highlight pupil needs and interventions provided</p> <p>Restorative Approaches training</p>	<p>To actively promote the aspirations of all pupils including disadvantage pupils and those with mental health needs (AfA, Pupil Premium funding, access to interventions &amp; family support)</p> <p>To ensure staff are trained to support pupils with medical conditions, mental health and learning needs</p> <p>Key staff trained in Safer Handling techniques</p>	<p>Health care plans updated annually</p> <p>Provision mapping to be updated termly</p> <p>Parent, pupil &amp; staff voice collected regularly</p> <p>sensory audit, as required</p>			<p>Provision mapping available</p> <p>Relevant policies updated</p> <p>Pupil progress meeting actions &amp; termly SEND planning meeting notes</p> <p>Reflection room RA notes</p>
Improve and maintain access to the physical environment	<p>Clear transition arrangements to ensure effective information sharing year on year.</p> <p>Annual sensory audit to provide guidance on physical environment</p>	<p>To meet the needs of the current cohort.</p> <p>To make reasonable adjustments for pupils</p> <p>To plan for the future development of the physical environment</p>	<p>Transition arrangements to be reviewed annually by the Inclusion team.</p> <p>Sensory audits from CCT for individual pupils</p>	<p>Governing Body</p> <p>CTs</p> <p>Inclusion Team</p> <p>SEND lead</p>	<p>Annual</p> <p>Autumn 2016</p> <p>Annual</p>	<p>Transition guidelines</p> <p>Audit report</p> <p>Governing Body minutes</p>

	<p>Governing Body to regularly audit the physical environment</p> <p>Individual health care plans</p>	<p>Annually reviewed with parents</p>	<p>Updated copies in medical room</p>			
<p>Improve the delivery of written information to pupils</p>	<p>Blinds or curtains fitted in each room to improve visual quality of interactive learning boards</p> <p>Visual timetables in all classrooms</p> <p>Colleagues aware of support available (SEND lead to support)</p> <p>Specialist resources ( sloping desks, specially shaped pencils, etc available)</p>	<p>Damaged blinds, replacement bulb request etc to be reported to site services manager via request log in office.</p> <p>Communication in print to be used for consistent Visual timetables in EYFS, KS1 and KS2 (as needed).</p> <p>Phase meetings to review written information needs of pupils and request</p>		<p>HT &amp; governing body</p> <p>Site services manager</p> <p>Inclusion team</p> <p>SLT &amp; CTs</p> <p>SEND lead</p>		<p>Regular repairs as requested</p>



		specialist support /resources as needed.				
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### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Parkgate is a single storey school. Parts of the school are accessible via a short flight of stairs. Alternative access is available. This sometimes includes using an alternative outside route.	Governing Body <b>delegate responsibility to the Health &amp; Safety committee</b> to monitor access. Reasonable adjustments made where needed.	HT	Ongoing, annually reviewed
Corridor access	Corridors are wide. Steps are marked with high visibility tape. Doors in the middle phase corridor. Handrails on steps.	Risk assessment in EYFS Sept 2019	HT	Regularly reviewed
Lifts	N/A			
Parking bays	2 disabled parking bays. One outside the main office. One outside upper phase.	To be maintained.	HT & governing body	Regularly reviewed

Entrances	Clutter free entrances. Controlled access to comply with safeguarding requirements.	To be maintained.	HT & Business manager and indirect responsibility of all staff	Regularly reviewed
Ramps	Ramp access allows access to almost all parts of the school. There are steps only leading to the years 3 & 4 classrooms as the gradients would not make it safe to have a ramp	To be maintained.	HT & Business manager	Regularly reviewed
Toilets	Disabled toilet outside the main office and in the upper phase area of the school and in the Reception cloakroom area	To be maintained.	SSO & Business Manager	Regularly reviewed
Reception area	Controlled access to meet safeguarding requirements. Adjacent to disabled toilet. Easy access to main hall. Ramps to main playground for fire exit arrangements	To be maintained	HT	To be regularly reviewed
Internal signage	Fire exits clearly marked.	To be maintained	SSO	Regularly checked
Emergency escape routes	Clearly sign posted	To be maintained	SSO	Regularly reviewed

