

# Parkstone Primary School



## Accessibility Plan

2023-2027

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Parkstone Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a plan showing how the school will address specific strategies.

## Staff awareness

- Communication of children's needs within the school is good;
- Differentiation wherever possible is the expected norm in order for children to gain access to the curriculum and other activities including visits out of school
- Our aim is for all children to reach their potential, with the expectation all children have the potential to meet end of year expectations of the National Curriculum.

### Impact on disabled pupils on the way the school is organised

- The school policies and procedures take account of disabled children;
- The physical environment of the school, being on one level, lends itself to easy access;
- The curriculum is suitably differentiated to enable access by all;
- The school has many learning aids used to support children in their learning.

### Outcomes for disabled children

The children try hard and achieve appropriately in extra-curricular activities. They are expected to participate in the Y4 swimming programme and sports activities and with careful planning for their needs often achieve well. The school works in partnership with parents and other agencies to enable positive outcomes for children who need support.

### Other policies and plans

As the following plans are revised and amended, necessary elements will be included in the following plans as appropriate

- school improvement plan;
- Risk Assessments;
- SEND policy;
- asset management plan;
- Health and Safety policies.

### Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

Accessibility Plan Annex A

Reviewed by: Sarah Waller (Executive Headteacher September 2023)

AIM	Current practice <span style="float: right;">good</span>	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Regular review of curriculum to ensure full accessibility</p> <ul style="list-style-type: none"> <li>• High expectations of all students</li> <li>• Introduction of specialist courses for targeted students (where appropriate). Year 7 on entry</li> <li>• Increased staffing to allow smaller classes in lower sets.</li> <li>• Individualised timetables when appropriate</li> <li>• Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)</li> <li>• Personalised Learning &amp; Assessment for Learning</li> <li>• Range of Learning and Teaching strategies facilitated by high-quality ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Removal of barriers to learning and participation.</li> <li>• Higher achievement by all.</li> <li>• Fewer disaffected and underachieving students.</li> <li>• Students achieve target grades/levels.</li> <li>• Classrooms optimally organised for disabled students. Class seating plans in all subjects</li> <li>• Students working at their own level and achieving their targets grades/levels</li> <li>• Placement is appropriate</li> <li>• Teachers and LSAs have the necessary training to teach and support current disabled students.</li> <li>• Additional support for disabled pupils</li> </ul>	<p>Continually ongoing to ensure all DDA requirements are being met at all times.</p>	<p>Improved delivery of the curriculum as a whole for Disabled pupils.</p>

		<ul style="list-style-type: none"> <li>• Deployment of auxiliary aids if necessary</li> </ul>			
Improving the physical environment of the school to increase access to education by disabled pupils		<ul style="list-style-type: none"> <li>• Improvements in the acoustic environment</li> <li>• Improvements in lighting in all classrooms (LED) Further improvements to Yellow markings (paint) on all steps (look also at external step nosings)</li> <li>• Re-surfaced playgrounds ♦ Parking spaces</li> <li>• External hard surfaces (loose and broken paving slabs now being repaired as soon as they are reported -Site Facilities Manager to carry out Health and Safety checks on a daily basis</li> <li>• New toilets have all got open doorways to enable wheel chair access and disabled toilets facilities that meet DDA requirements.</li> <li>• Improved external lighting on the site.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved access to disabled pupils and parents including;</li> <li>• Refurbished classrooms</li> <li>• All classrooms fitted with LED lighting from</li> <li>• Improved direction around site</li> <li>• Safer and easier access for students around the school site.</li> <li>• Wheelchair access - no barriers to access</li> <li>• Improved level surface (tarmac), giving better surface drainage and safe accessibility.</li> <li>• Appropriate sinks available for use by students and visitors</li> </ul>		Improved access to the school site

		<ul style="list-style-type: none"> <li>• The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools')</li> </ul>			
Improving the delivery of information to disabled pupils		<ul style="list-style-type: none"> <li>• SAT papers are modified when applicable</li> <li>• Resource material is modified</li> <li>• Liaison IPASS and other similar established - Physiotherapy services (where appropriate)</li> <li>• Information for visitors with disabilities in writing on arrival</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are following advice and students are receiving modified material</li> <li>• Effective exchange of information</li> <li>• Clear information including disabled parking availability, accessible WC provision</li> </ul>		Improved delivery of information to disabled pupils