



Parkside Community Primary School

Head teacher: Charles Soyka

Chair of Governors: Miranda Barnett

Accessibility Policy

Last reviewed: May 2019

Date of next review: May 2020

Signed:

Date:

Parkside Community Primary School Accessibility Policy

Introduction

This policy identifies the ongoing actions of the Governing Body of Parkside Community Primary School to increase access to education for pupils with special educational needs and disabilities in the following three areas;

- Increasing the extent to which pupils with Special Educational Needs and Disabilities (SEND) can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with SEND can take advantage of education and associated services;
- Improving the delivery to pupils with SEND of information which is provided in writing for pupils who do not have SEND.

The attached plan (see appendix) is fully supported and resourced by the Governing Body and will be implemented from May 2017 onwards. It will be reviewed and revised by the Governing Body annually until 2020. It should be read alongside the school's Equality Policy.

Disability

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

Vision and Values

Parkside Community Primary School Ethos:

Parkside Community Primary School aims to provide opportunities for children to enjoy a happy, hardworking and successful start to their education.

A clear goal is to raise achievement for each child. Parkside achieves a great deal of success by forming a partnership with children, families, staff and governors, all working together within the local community. Many parents are generous with their time, helping the children and saving costs. They work in classrooms, maintain the library or use skills such as gardening or sports. It all helps.

A home-school agreement, the Parkside Partnership, explains what we expect of parents and what is expected of the school in return.

Parkside positively promotes the values, virtues and ethics that underpin the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs as outlined by the Government of 2014.

To succeed at Parkside, each child will need:

- the self-discipline to work hard
- the ability to work well with staff and other pupils
- the support of family for their work and for the school

Everybody shares a strong interest in education and a strong commitment to the Parkside community.

Aims:

Parkside Community Primary School aims to:

- Provide children with role model leadership
- Provide professional, non-biased teaching methods to encourage the best response from children
- Develop from within the child their true potential
- Have great expectations of pupils' ability to achieve their full potential regardless of their gender, race, religion, background or disability
- Develop self-esteem; respect for others and their views; moral values and religious beliefs; and value tolerance and diversity and incorporate British values
- Prioritise the welfare of young people and are committed to child protection and safeguarding procedures

Parkside believes that all children:

- Learn best in a caring, stimulating and exciting environment
- Need to feel secure and safe
- Need to experience trust
- Need to experience success and to be valued
- Need to learn social, academic and moral skills to enable them to live in a constantly changing society
- Should learn to be flexible enough to enable them to adapt to changing circumstances

Throughout the school:

- To provide high standards of academic and personal development
- To improve the quality of services for families
- To achieve these aims in partnership with the local community

Information from School Access Audit

An external access audit will be completed in Spring term 2018 and inform a future accessibility plan.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils;
- The full plan is available in a variety of formats, e.g. large print;
- On the school website.

Senior Member of Staff Responsible:	Mrs Charles Soyka (Headteacher)
Designated Member of Staff:	Miss Hannah Ward (INCO)
Governor Responsible:	Mr Geoff Strack

Appendix

PARKSIDE COMMUNITY PRIMARY SCHOOL Accessibility Plan Section A – Improving Access to the Curriculum

Target	Action	Resp	Timescale	Review Date	Resources	Outcomes	Evaluation and Evidence of Impact
Enhance and develop inclusive practice of staff at Parkside.	<p>Complete learning walks termly to assess the learning environment and then disseminate expectations.</p> <p>Feedback to teachers and monitor actions.</p>	<p>INCO</p> <p>SpLD base leader</p>	May 2017	<p>Jul 2017</p> <p>Review termly – beginning and end of term.</p>	<p>INCO and SpLD teacher time to monitor and feedback.</p> <p>INCO and base teacher time to disseminate training in staff meetings.</p> <p>Audit checklist.</p>	<p>Staff have an improved understanding of SEN and equalities in teaching.</p> <p>All classrooms are set up to support SEND.</p> <p>All children are better able to access their learning with support.</p>	<p>2018: Learning walks have taken place twice over the last year and feedback has been given to teachers. Teachers have clear expectations in how to support a range of children's needs. Further learning walks to take place, focussing on differentiation for pupils.</p> <p>2019: Inclusion/ environment walks take place each term by SLT and classroom environments are talked about regularly, to ensure that they are inclusive as possible and that the pupils have the resources they need.</p>
Inclusion Friendly Classrooms appropriately take account of all individual pupils' learning needs.	<p>Staff to ensure planning meets the learning needs of all.</p> <p>INCO to monitor differentiation of the curriculum for those with SEND through learning walks and monitoring of provision</p>	<p>All teachers</p> <p>INCO</p> <p>SpLD base leader</p>	Termly	Ongoing	<p>INCO monitoring time.</p> <p>Discussion time with teachers regarding differentiation, if needed.</p>	<p>All pupils are able to access the curriculum matched to their needs.</p>	<p>2018: Widgit training took place for teachers and TAs to support inclusive differentiation. Provision maps have been amended to specifically to show targeted support and the impact on children's learning. Learning walk</p>

	maps.				Observations and feedback time from SLT monitoring.		<p>focussing on differentiation to take place.</p> <p>2019: Widgit has continued to be used to support teachers with differentiation, as recommended by the Herts SpLD base. Pupils' books are monitored termly by SLT through book scrutinies and teachers are given feedback to improve the standards of teaching and learning.</p>
<p>Staff are trained on ways to improve pupil access to the curriculum, for those pupils with SEND.</p> <p>Pupils with SEND.</p>	<p>Monitor provision for children with SEND and assess if development opportunities would be beneficial.</p> <p>Organise staff training, making use of relevant external agencies, where appropriate.</p> <p>Disseminate any training attended that will be helpful for staff to develop inclusive practice.</p>	INCO	Ongoing	Ongoing	<p>INCO monitoring time and staff meeting time.</p> <p>£145 per person x 2 for any courses.</p>	<p>Staff are increasingly aware of and are able to meet the needs of all children.</p> <p>Pupils access the curriculum without barriers to learning.</p> <p>Staff receive appropriate training according to the need of the pupils (particularly for 1:1 TAs)</p>	<p>2018: All staff received basic Autism training this year. TAs attended training courses in the SpLD base this year and have implemented training appropriately. Future training includes differentiation and assessment for SEND and also further Autism courses for staff.</p> <p>2019: Some teachers and TAs have attended autism courses. Some TAs have been trained to plan and deliver specific interventions for SEND pupils. Staff have also been trained by specific external services when SEND pupils have been referred, for example by the Herts SpLD base and autism advisory teacher.</p>

Learning resources available that are accessible for children with disabilities and SEN.	Consider the individual within the school and update resources to support pupils with SEN or disabilities in accessing the curriculum.	INCO	Short Term (In response to need)	Ongoing	INCO time. Delegated SEND budget: £500	Pupils with SEN and disabilities have increased access to curriculum materials. Staff are well equipped to deliver interventions.	2018: Children with sensory needs have had access to sensory toys e.g. chew toys, weighted blanket, wobble cushions. Children receiving individualised interventions have received specific resources. Further resources have been purchased to create 'calm down boxes/corners' in classrooms. 2019: Specific resources have been bought to support SEND pupils with their sensory needs and motor control needs, for example, chew toys, pencil toppers, pencil grips, triangular shaped pencils and pens. Resources are ordered as and when they are needed for specific SEND pupils.
Whole school practice is fully inclusive of pupils on the autistic spectrum (whether diagnosed or not) ASC pupils can fully access the curriculum.	Complete AET competency framework. Identify gaps in inclusive provision for pupils with autism. Put actions in place to make sure the gaps are addressed. Consider upgrading the Widget software to create visual timetables, visual labels and visual templates	INCO SEN TA/experienced TA Teachers	Start Summer term 2017	Continue into Autumn term Review annually.	INCO auditing time. £200 widget software	Pupils with Autism can fully access the curriculum with a supportive, inclusive classroom environment and high quality teaching.	2018: Widgit Online subscription has been purchased and is being used across the school by teachers and TAs. This is very easy to use with great benefit to pupils. Use of widgit to be monitored during next learning walk. AET framework ongoing. Time to be scheduled in with specific Autism lead TAs.

	for pupils with SEN and particularly those with ASD.						<p>2019: Specific SEND pupils with a diagnosis of autism have been supported directly from an autism advisory teacher when a referral has been made. The advisor has observed a pupil and given recommendations to support them in the classroom and in the school environment. A new subscription of Widgit was ordered in 2018 as it is very beneficial for autistic children with visual symbols and this can be used to create social stories, now and next boards, visual timetables and reward charts. The AET audit is ongoing to identify gaps in provision and put tools in place.</p>
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PARKSIDE COMMUNITY PRIMARY SCHOOL
Accessibility Plan Section B – Improving Access to the Environment

Target	Action	Resp	Timescale	Review Date	Resource s	Outcomes	Evaluation of Impact
Ensure disabled toilets remain compliant.	Monitor the accessibility, ensuring that the toilets are kept clear to ensure accessibility for a wheelchair.	Site Manager	Ongoing	Ongoing Annually – access audit	Monitoring time	Toilet facilities meet the needs of all children and staff with disabilities. Toilets are kept clear.	2018: Ongoing, monitored by site manager. 2019: Ongoing, monitored by site manager.
Ensure disabled access to all areas.	Complete access audit to identify areas of access that need adapting. Adapt access to ensure that a wheelchair can access all buildings. This may mean adaptations need to be made to: <i>Doors – release buttons and automatic access</i> <i>Steps</i> <i>Lift – should be kept clear to provide access for a wheelchair.</i> Apply for funding to meet the costs of the alterations.	Site Manager Link Governor Head teacher INCO	Ongoing Access audit from Summer 2017 – long term plan,	Annually – access audit	Monitoring time. Quotes £adaptions	Staff and children that require a wheelchair can access all buildings.	2018: Business Manager asked to organise audit. Discuss with new Headteacher. 2019: Ongoing.
Ensure that the school buildings meet Health and Safety regulations.	Complete Health and Safety audit.	Site manager?	Annually?	Annually?	Monitoring time	Children and adults will have safe access to all areas of the school grounds.	2018: The Site Manager completes a termly Health and Safety audit and an annual Health and Safety Audit with the link governor. These have taken place and an action plan is ready to

							<p>discuss with the Headteacher.</p> <p>2019: Annual audit is discussed annually between Site Manager and Headteacher.</p>
Improve the ease of movement in all classrooms for children and staff with physical disabilities.	Monitor the amount of free space in all classrooms during access audit and ensure that teachers reorganise layout if needed.	Site Manager	Annual audit	Annually – access audit	Monitoring time	Children and adults with physical disabilities will be able to move more freely within each classroom environment.	<p>2019: Annual audit is discussed annually between Site Manager and Headteacher.</p>

PARKSIDE COMMUNITY PRIMARY SCHOOL**Accessibility Plan Section C – Improving Communication & Information Sharing**

Target	Action	Resp	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
School policies reflect a commitment to accessibility for all.	All relevant policies to have reference to disability equality and accessibility.	INCO Head teacher	Annually	Annually reviewed. Updated every 3 years.	Policy writing time.		2018: Inclusion and SEND policy updated. Child Looked After and Medical Conditions policy updated. 2019: Above policies updated.
Parents/carers are consulted about the content of the accessibility plan.	Email parents and invite them to read and comment on the accessibility plan. Upload the plan on the website as a draft copy and invite parents to feedback.	INCO	May 2017	Every 3 years.	Website School Comms	Parents/carers are informed and have had the opportunity to share their views.	2018: The Accessibility plan is on the website. 2019: The Accessibility plan is on the website.
Parental involvement increased. Improved liaison of parents of pupils with SEND Support Plans or other concerns and staff. Improved understanding of the SEND Code of Practice and Parkside SEND systems.	Parkside SEND Parent Forum to be set up. Termly SEND newsletters to be sent to parents before the forums take place.	INCO	By end of Summer first half term 2017	Termly	Newsletters . PowerPoint slides. Hall/classroom for forum. Refreshments available – SEND budget. INCO time. Parent voice.	Parents understand and feel comfortable supporting their child at home and in school. Parents have an understanding of how systems work nationally and at Parkside.	2018: SEND parent forum organised with Hertsmere Partnership family support workers leading – Spring 2018. This was successful for the few who attended (Approx 10). No requests were for information given by parents. Termly forums to be organised, gaining parent views. 2019: No further forums have taken place. SEND/Pastoral Support and Advice section on the website has been set up by SENCO and parents have been informed. Updated courses for parents are distributed and parents are encourage to read

							the website.
Parents/carers and governors are informed about the progress of the accessibility plan.	Report on the progress of the plan to be shared with the FGB and annually. INCO to communicate progress via parents SEND newsletters.	INCO	Termly	Termly to parents Annually to FGB	Newsletters INCO reports	Parents/carers and governors are kept well informed.	<p>2018: Newsletter to parents hasn't yet gone out – Summer term 2018? Summer term data to be analysed and reported to governors.</p> <p>The new website will have a section dedicated to SEND/Inclusion so that parents can access information and signposting via the website.</p> <p>2019: The website page dedicated to SEND informs parents and parents are informed via texts/email about any updates/courses.</p>
Information is received by parents/carers in an appropriate format, when requested.	Be aware of services available for converting written information into alternative formats. Written information to be provided in different formats, when requested by individuals.	INCO	Short Term (As and when requested)	Ongoing	SEND budget, if resources are needed.	School will be able to respond quickly to requests for information in alternative formats.	<p>2018: No information has been requested in a different format.</p> <p>2019: Same as above.</p>
Information is received by children in an appropriate format.	Staff to modify written information for children, as necessary, in an appropriate format e.g. enlarge print, simplify language, use audio/ ICT equipment, provide adult support.	Teachers INCO	Short Term (As and when relevant)	Ongoing	SEND budget, if resources are needed.	Children with SEN and disabilities have greater access to information	<p>2018:Widgit Online software enables children to receive scaffolded learning tasks with vocabulary banks and pictures.</p> <p>2019: As above. Some specific work is amended according to need e.g. avoiding the use of colours to answer questions (e.g. graphs) for colour blind children. Wider spaced lined paper is used for some pupils with SEND.</p>
Improved impact monitoring	Amend provision maps to ensure that they show impact and data measures.	INCO	Summer term	Ongoing – termly when	INCO time in improving	The impact of provision can be clearly seen – it is	2018: Provision maps have been amended to show impact and data measures. Staff are completing

processes across the school.	<p>Monitor the use of provision maps and feedback to staff.</p> <p>Look into the impact of SEND Support plans and amend processes to manage workload.</p>	.	2017	provision maps are renewed.	<p>the provision maps.</p> <p>Time for staff to complete provision maps.</p>	<p>communicated well.</p> <p>Provision is adapted/put in place to support pupils in making progress.</p>	<p>the formats accurately. Staff meeting time has been allocated for this.</p> <p>2019: Staff completed provision maps. SENCO has attended course to record provision electronically on new SIMS programme.</p>
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PARKSIDE COMMUNITY PRIMARY SCHOOL
Accessibility Plan Section D – Buildings and Maintenance

Target	Action	Resp	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
Provide a furnished nurture room to meet the social and emotional needs of our more vulnerable children.	<p>Research ways to obtain an additional room. E.g. porta cabin, bus, log cabin, caravan.</p> <p>Obtain quotes.</p> <p>Set up Nurture room, ideally having access to cooking facilities.</p> <p><i>(Long term wish that had been discussed amongst the SEN/Pastoral team – Nurture groups and rooms are set up in most local schools).</i></p>	<p>Governors</p> <p>Site Manager</p> <p>Head teacher</p> <p>INCO</p>	Autumn term 2017	Ongoing but at least every year once set up	<p>£5000</p> <p>Nurture funding applied for £800 for resources</p>	<p>A furnished nurture room is available to meet the social and emotional needs of pupils.</p> <p>Pupils and staff have access to cooking facilities and heating to deliver nurture</p>	<p>2018: The Nursery classroom was amended to create a new sensory room and nurture area. Resources were purchased to provide sensory and 'nurture based' activities. The nurture room is used by individual pupils and their TAs throughout the day, lunch club and nurture groups in the afternoons. This area has had a great impact on meeting the sensory needs and social, emotional needs of pupils.</p> <p>2019: The nurture area and sensory room is a wonderful</p>

						groups.	<p>resource that SEND and vulnerable children really benefit from. It continues to be used daily for 1:1s, accessing nurture for their SEND pupils, for social and emotional group work as well as a nurture lunch club.</p> <p>2 pupils not coping with the classroom have used this area on a daily basis with a 1:1. This provision enabled the pupils a safe, quiet place to learn.</p>
Provide a well-resourced sensory room to meet the needs of pupils with sensory/physical needs.	<p>Visit well established sensory rooms in other settings.</p> <p>Research what good sensory rooms contain to meet the needs of pupils.</p> <p>Order new sensory furniture.</p>	<p>Site Manager</p> <p>INCO</p> <p>Experienced TAs</p>	Autumn term 2017	Ongoing but at least every year once set up	£5000 for furniture – shared Nurture budget	<p>Pupils with sensory and physical needs have access to a stimulating, well-resourced sensory room.</p> <p>Pupils who need 'calming down' time have an allocated area to go to.</p>	<p>2018: The new sensory room was set up with a dark tent and sensory objects e.g. tactile, lights, weighted toys and blankets, all of which have been used successfully by children. Visits to specialist schools and research led to a future 'wish list' for resources in the budget plan for 2018 – 2019 e.g. bubble tube.</p> <p>2019: A bubble tube, lights and mirror have been purchased and are very much loved by our pupils for a calm environment and for sensory needs. This area can help to de-escalate tricky situations because it is so calm.</p>
Maintain and develop the outdoor nature area.	After a discussion with the Outdoor Learning Lead, we would like to enhance the wild outdoor area and maximise usage:	<p>Outdoor learning lead</p> <p>INCO</p>	Spring 2018	Ongoing Review annually	£500	Pupils have access to a stimulating well-	<p>2018: This has not taken place. Discuss with future Geography leader so that some actions can be taken during 2018 –</p>

	<p>Ensure safety of wild area, keeping paths clear.</p> <p>Comply with Health and Safety regulations.</p> <p>Attract nature through bird feeders, flowers, log piles.</p> <p>Develop the use of the Nature Trail.</p> <p>Develop fire pit area?</p> <p>Set up sensory stimuli.</p> <p>Set up nature boxes to use in the area at lunchtimes e.g. leaf identification, pooters for collecting and releasing bugs.</p> <p>Provide seating around the tree and develop calming areas amongst the wild area e.g. carved tree stumps to sit on.</p> <p>Children to plants seeds and bulbs in allotment area.</p> <p>Set up lunchtime gardening club.</p>	Site Manager				<p>resourced sensory/nature area to enhance their learning.</p> <p>Pupils have access to this space to support their emotional wellbeing; a calming zone.</p> <p>Pupils are kept safe at all times.</p>	<p>2019.</p> <p>2019: This has not been a priority this year.</p>
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