



Parkside Community Primary School

Head teacher: Charles Soyka

Chair of Governors: Miranda Barnett

Accessibility Policy

Last reviewed: July 2020

Date of next review: July 2021

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 July 2020 onwards. It will be reviewed and revised by the Governing Body annually. 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

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 Success criteria 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:	Mr Charles Soyka (Headteacher)
Designated Member of Staff:	Mrs Fran Conley (SENCO)
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	Success criteria
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>Work with advisory teachers, outside professionals, Herts SEN advisors.</p>	SENCO	Dec 2020	Jul 2021 Review termly – beginning and end of term.	<p>SENCO and SpLD teacher time to monitor and feedback.</p> <p>SENCO 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>
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>SENCO to monitor differentiation of the curriculum for those with SEND through learning walks and monitoring of provision maps.</p>	All teachers SENCO	Termly	Ongoing	<p>SENCO monitoring time.</p> <p>Discussion time with teachers regarding differentiation, if needed.</p> <p>Observations and feedback time from SLT monitoring.</p>	All pupils are able to access the curriculum matched to their needs.
Staff are trained	Monitor	SENCO	Ongoing	Ongoing	SENCO	Staff are

on ways to improve pupil access to the curriculum, for those pupils with SEND.	<p>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>				<p>monitoring time and staff meeting time.</p> <p>.</p>	<p>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>
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.	SENCO	Short Term (In response to need)	Ongoing	<p>SENCO time.</p> <p>Delegated SEND budget: £2000</p>	<p>Pupils with SEN and disabilities have increased access to curriculum materials.</p> <p>Staff are well equipped to deliver interventions.</p>
Whole school practice is fully inclusive of pupils on the autistic spectrum (whether diagnosed or not). ASC pupils can fully access the curriculum.	<p>Use Widget software to create visual timetables, visual labels and visual templates.</p> <p>Whole school Autism training.</p>	<p>All staff</p> <p>Autism Education Trust.</p>	Autumn Term 2020	<p>Continue into Autumn term</p> <p>Review annually</p>	<p>SENCO time.</p> <p>Staff INSET time.</p>	<p>Pupils with Autism can fully access the curriculum with a supportive, inclusive classroom environment and high quality teaching.</p>

PARKSIDE COMMUNITY PRIMARY SCHOOL
Accessibility Plan Section B – Improving Access to the Environment

Target	Action	Resp	Timescale	Review Date	Resources	Success criteria
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.
Ensure disabled access to all areas.	Health and Safety Audit.	Site Manager Link Governor Head teacher	Termly	Annually	Monitoring time.	Staff and children that require a wheelchair can access all buildings.
Ensure that the school buildings meet Health and Safety regulations.	Complete Health and Safety audit.	Site manager	Termly	Annually	Monitoring time	Children and adults will have safe access to all areas of the school grounds.
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.

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

Target	Action	Resp	Timescale	Review Date	Resources	Success criteria
School policies reflect a commitment to accessibility for all.	All relevant policies to have reference to disability equality and accessibility.	SENCO Head teacher	Annually	Annually reviewed Updated every 3 years.	Policy writing time.	Relevant policies updated and accessibility for all is achieved through their implementation.
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. SEND parents/carers forum to discuss.	SENCO	Sept 2020	Every 3 years.	Website	Parents/carers are informed and have had the opportunity to share their views.
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, Parkside SEND systems and Local Offer.	Parkside SEND Parent Forum to be set up. Termly SEND newsletters to be sent to parents.	SENCO	April 2021	Termly	Newsletter Hall/classroom for forum. Refreshments available (SEND budget). SENCO 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.

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. SENCO to communicate progress via parents SEND newsletters.	SENCO	Termly	Termly to parents Annually to FGB	Newsletters SENCO reports	Parents/carers and governors are kept well informed.
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.	SENCO	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.
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.	All staff	Short Term (As and when relevant)	Ongoing	SEND budget, if resources are needed.	Children with SEN and disabilities have greater access to information
Improved impact monitoring processes across the school.	Amend provision maps to ensure that they show impact and data measures. Monitor the use of provision maps and feedback to staff. Look into the impact of SEND Support plans.	SENCO	Summer term 2021	Ongoing – termly when provision maps are renewed.	SENCO time in improving the provision maps. Time for staff to complete provision maps.	The impact of provision can be clearly seen – it is communicated well. Provision is adapted/put in place to support pupils in making progress.

PARKSIDE COMMUNITY PRIMARY SCHOOL
Accessibility Plan Section D – Buildings and Maintenance

Target	Action	Resp	Timescale	Review Date	Resources	Success criteria
Provide a well-resourced room to meet the needs of pupils with sensory/physical/social and emotional needs.	Order new sensory equipment.	SENCO THRIVE practitioners	Autumn term 2020	Ongoing but at least every year once set up	£250	Pupils with sensory and physical needs have access to a stimulating, well-resourced sensory room. Room available for individuals to complete THRIVE program.

