



**Parkhead  
Community  
Primary School**

ACCESSIBILITY PLAN 2025 – 2028

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Parkhead Community Primary School, we are proud of our caring, creative and happy environment where all individuals are valued equally and encouraged to achieve their full potential. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. We will work with Gateshead Local Authority to ensure that we are able to make the appropriate changes that support access for all. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including governors, staff and where appropriate we will consult with pupils and parents.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Aims of the Accessibility Plan**

This plan outlines how Parkhead Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.
- The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

### **The accessibility audit.**

1.1. The governing board will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired • Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

## Action plan

**This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.**

Aim	Current Good Practice	Objectives	Actions	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources	Ensure that images across school are consistent in presenting characters with various physical needs.  Ensure that the curriculum is fully accessible for all pupils regardless of SEND across all	Share with staff the expectation for displays etc. SLT to monitor curriculum to identify accessibility.  Review/audit of curriculum resources to ensure appropriate resources are available for all subjects	Headteacher  Deputy Headteacher Subject Leaders	Ongoing, continue to review annually	Clear presentation of physical abilities around school where appropriate  Pupils fully involved in all areas of the curriculum

	<p>include examples of people with disabilities (e.g. EYs figurines). Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>learning and experiences Review deployment of support staff to support children with SEND as priority</p>	<p>SENDCo to monitor SEND access by children.</p> <p>Review curriculum for accessibility</p> <p>Audit assistive technology and implement any actions</p> <p>Continue to provide staff training on inclusive strategies</p>			
<p>Maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Ramps</li> </ul>	<p>The school building will remain accessible to all</p> <p>Future plans/alterations to ensure accessibility</p>	<p>Identify and explore ways of removing any remaining physical barriers</p> <p>Conduct annual access audit and implement any required actions</p>	<p>Headteacher SBM</p>	<p>Sept 2028</p>	<p>All pupils, staff and visitors can access all areas of the school with ease.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Visual Timetables</li> <li>• Adult support</li> <li>• Children can move around the building with independence to access the various areas with a clear understanding.</li> </ul>	<p>Continue to ensure all communication is accessible</p>	<p>Plans for all SEND to take into account information sharing where appropriate</p> <p>Continue to provide information in alternative formats if and when required</p> <p>Work with other agencies e.g LINT team</p> <p>If required provide CPD for staff</p>	<p>Headteacher SBM</p>	<p>Review annually</p>	<p>Parents and pupils report improved access to information</p>
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Continue to ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are all aware of PEEP and routes from their classrooms for vulnerable pupils	Fire drills to prepare for actual events	Record of Fire drill practices Fire Evacuation	Headteacher Site Manager SBM	Plan monitored annually or as needs change	Those who require a PEEP have been identified and have a plan in place
Provide information parents and visitors in a range of formats, including website access	Information is shared on the website and available in a range of formats including for e.g large print	Ensure information is accessible to all	Work with other agencies when required to provide alternative formats if needed	Head teacher Admin Team	Review annually or when a need is identified	Feedback indicates delivery of school information to parents/ carers /school community improved
Promote positive attitudes and inclusion	Assemblies and PSHE include diversity themes - Include role models with disabilities in curriculum	Foster understanding and respect	Disability awareness sessions -Include role models with disabilities in curriculum	Class Teachers	Termly	Positive feedback from pupils and parents