

PARKHEAD COMMUNITY PRIMARY SCHOOL



ACCESSIBILTY PLAN 2019 - 2021

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

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>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 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>Ensure that images across school are consistent in presenting characters with various physical needs. Ensure that the curriculum is accessible for all pupils regardless of SEND in relation to PE, Visits etc.</p>	<p>Share with staff the expectation for displays etc. Curriculum Lead to monitor curriculum to identify accessibility. Review/audit of curriculum resources to ensure appropriate resources are available for all subjects SENDCo to monitor SEND access by children.</p>	<p>Paula Bailey Carl Black Sophie Leach Subject Leaders Carl Black</p>	<p>Sept 2020</p>	<p>Clear presentation of physical abilities around school where appropriate Pupils fully involved in all areas of the curriculum</p>

Aim	Current Good Practice	Objectives	Actions	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets 	<p>The school building will remain accessible to all</p> <p>Future plans/alterations to ensure accessibility</p>	<p>Explore possibly of ramp so that wheelchair users do not have to leave the site to move from KS1 to KS2 building</p>	<p>Paula Bailey Mandy Tulip</p>	<p>Sept 2020</p>	<p>All pupils can access all areas of the school</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual Timetables • Adult support 	<p>Children will be able to move around the building with independence to access the various areas with a clear understanding.</p>	<p>Plans for all SEND to take into account information sharing where appropriate</p>	<p>Paula Bailey</p>	<p>Jan 2020</p>	<p>All pupils can access</p>
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability		<p>Staff are all aware of PEEP and routes from their classrooms for vulnerable pupils</p>	<p>Fire drills to prepare for actual events</p>	<p>Mandy Tulip</p>	<p>Ongoing</p>	<p>Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change</p>
Provide information in a range of formats, including website access		<p>Information to be shared can be found on website and in a range of formats</p>	<p>Specialist resources and support from outside agencies</p>	<p>Head teacher Admin Team</p>		<p>Feedback indicates delivery of school information to parents/ carers /school community improved</p>

