



# Park Way Primary School

## Accessibility Plan 2017- 2020

The Governors of Park Way are committed to equality and inclusion for all. We will do our utmost to make our facilities, curriculum and learning experience accessible and suitable for all. This includes people who are vulnerable and those with a disability.

This plan is intended to set out our ongoing plans to;

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of our school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to those with disabilities.

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability 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 carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

**Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

**School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

**Support services** – access to services within and external to the school to support families where a disability is identified

**Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability

**Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil, parent or carer identified as having a disability.

<b>PHYSICAL FACILITIES</b>
<p>Process for identifying barriers</p> <ul style="list-style-type: none"> <li>• KCC accessibility Audit</li> <li>• Recommendations on an ongoing basis from the site manager.</li> <li>• Governors’ action planning following site inspections</li> <li>• Recommendations from users of the school</li> <li>• Needs review for enrolment of pupils through discussion with the Headteacher or Inclusion Manager or liaison with the L A inclusion service</li> <li>• Pupil reviews meetings or reviews for pupils with special educational needs and disabilities</li> <li>• Recommendation from Five Acre Wood and Bower Grove Special Schools.</li> <li>• Provision of clearly marked disabled parking provision</li> <li>• Governor visits</li> <li>• Advice from Unions</li> </ul>
<p>Summary of progress to date in last three years</p> <ul style="list-style-type: none"> <li>• Widening of entrances to the corridors of the building</li> <li>• Removal of doorsteps wherever possible</li> <li>• Motorised gates to the entrance of the school</li> <li>• Renewed fire and smoke system which is in excess of DDA compliant</li> <li>• Provision of evacu – chair</li> <li>• Improved lighting around the school internally</li> <li>• Improved lighting around the school externally.</li> <li>• Increased signage to grounds</li> </ul>
<p>Objectives for improvement 2016-2020</p> <p>Support for funding for the capital costs of this type of provision will come from School Access Initiative funding to be made available to individual schools or groups of schools appropriate to address any particular access needs of individual children or groups of children with these types of disability.</p> <ul style="list-style-type: none"> <li>• Increase access to the building by replacing any remaining narrow doors.</li> <li>• Review décor for partially sighted children, parents, guests and staff.</li> </ul>
<p>Monitoring of plans</p> <p>This plan to be monitored by the Headteacher and Inclusion Manager reporting to the Governors.</p>

<b>THE SCHOOL CURRICULUM</b>
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<b>Process for identifying barriers</b>
<ul style="list-style-type: none"> <li>• Monitoring of class teaching, learning support and impact on progress</li> <li>• Recommendations from users of the school eg. Advice from parents</li> <li>• Pupil review meetings and PEP reviews</li> <li>• Recommendations from parents/carers and external agencies</li> <li>• Governor visits</li> </ul>
<b>Summary of progress to date in last three years</b>
<ul style="list-style-type: none"> <li>• Appointment of Inclusion Manager</li> <li>• Appointment of Attendance and Welfare Officer</li> <li>• A range of curriculum support equipment purchased to support access, e.g. adjustable sloping tables, special seat cushions, coloured overlays.</li> <li>• A range of support programmes accessed and staff training for either individual or groups of staff and linked equipment purchased, e.g. Attachment, Diabetes, ASD, Dyslexia, epi pen training.</li> <li>• Training of specialist speech and language TAs.</li> <li>• Use of visual timetables, moodometers in all classes</li> <li>• Advice for teachers from collaboration schools</li> <li>• Increased provision of interventions eg. "brushing" for sensory needs.</li> <li>• Complete review of individual interventions delivered by support staff.</li> </ul>
<b>Objectives for improvement 2016-2020</b>
<ul style="list-style-type: none"> <li>• Sharing expertise across the collaborative group to ensure up to date training and knowledge across staff in all schools.</li> <li>• Consideration of Inclusion issues in the light of the New National Curriculum</li> <li>• Review of SEN policy in the light of the new SEN code of practice.</li> <li>• Close monitoring of impact and value for money in relation to mandatory cost thresholds.</li> </ul>
<b>Monitoring of plans</b>
This plan to be monitored by the Headteacher, Inclusion Manager and Inclusion Governor.

<b>SUPPORT SERVICES</b>
<b>Process for identifying barriers</b>
<ul style="list-style-type: none"> <li>• Outcomes of Pupil Review Meetings or PEP reviews</li> <li>• Advice from external agencies eg. CAMHS, Paediatricians.</li> <li>• Advice from LA groups eg. LIFT, STLS</li> <li>• Identified needs of pupils, parents/carers through discussion, observation, recommendations and staff meetings.</li> <li>• Meetings between Parent Support Advisor, partnership with parents and Headteacher and Inclusion Manager/SENCO</li> <li>• Early Help</li> </ul>
<b>Summary of progress to date in last three years</b>
<ul style="list-style-type: none"> <li>• Further focussed support bought in from professional experts eg Educational Psychologist, Speech and language therapy</li> <li>• Common Assessment Framework used very effectively by school to support pupils.</li> <li>• Signposting of parents to support groups or services as applicable, e.g. ASD, Dyslexia</li> <li>• School Nurse drop in sessions to allow families to access health advice and services.</li> </ul>

<ul style="list-style-type: none"> <li>• Counselling service for identified pupils, parents and staff.</li> <li>• Occupational Health and return to work interviews</li> <li>• Detailed provision mapping for wave 2 and 3 interventions</li> <li>• Links with special schools for integration programmes</li> </ul>
Objectives for improvement 2017- 2020
<ul style="list-style-type: none"> <li>• Develop new links with emerging agencies as the local authority network narrows due to reducing financial resources</li> </ul>
Monitoring of plans
This plan to be monitored by the Headteacher, SENCO

<b>AWARENESS</b>
Process for identifying barriers
<ul style="list-style-type: none"> <li>• Triangulation of evidence observations of learning, pupil comments</li> <li>• Feedback from pupils, parents/carers, staff and visitors</li> <li>• Voluntary Agencies and Organisations eg Scope</li> <li>• Curriculum and provision review</li> <li>• Feedback from external agencies</li> <li>• Governor visits</li> <li>• PHSE curriculum</li> <li>• Visits to other schools</li> </ul>
Summary of progress to date in last three years
<ul style="list-style-type: none"> <li>• Broader range of pupils with disability and SEN in school has widened pupils' experience</li> <li>• Visit from partially sighted charity.</li> <li>• Links and visits from pupils at local special schools</li> <li>• Specific assemblies</li> <li>• Fundraising initiatives (eg Jeans for Genes)</li> </ul>
Objectives for improvement 2017-2020
<ul style="list-style-type: none"> <li>• FLO to advertise and signpost services and support for families.</li> <li>• Address different aspects of disability through assembly themes and stories</li> <li>• Use school website to promote awareness of support networks for families</li> <li>• Continue to challenge stereotyping through curriculum opportunities</li> </ul>
Monitoring of plans
This plan to be monitored by the Headteacher and SENCO

<b>COMMUNICATION</b>
Process for identifying barriers
<ul style="list-style-type: none"> <li>• Feedback from pupils, parents/carers and other users, email, questionnaires.</li> <li>• Feedback from external agencies</li> <li>• Pupil Review Meetings and PEP reviews</li> </ul>
Summary of progress to date in last three years

<ul style="list-style-type: none"> <li>• Email and texting systems for parents</li> <li>• School website improved to enable easier publication</li> <li>• Creation of a school "Qcode" on literature linking straight to the school website.</li> <li>• Changes to how learning information is shared at parent consultations</li> </ul>
Objectives for improvement 2017-2020
<ul style="list-style-type: none"> <li>• We will ensure that written information normally provided by the school will take account of students' disabilities and parents/carers' preferred formats and will be made available within a reasonable timescale. This will be decided with the Parent/carer's permission and adjustments will only be made if this meet the needs of the individual and improves the accessibility to the curriculum.</li> <li>• Continue to work with and be aware of parents/carers who need alternative forms of communication</li> <li>• To increase ways for ALL stakeholders to access school information.</li> <li>• To redesign the school website to make it easier to access and navigate.</li> <li>• To investigate how social media can be used by the school to communicate with stakeholders.</li> </ul>
Monitoring of plans
This plan to be monitored by the Headteacher, Inclusion Manager / SENCO

This plan is publicly available on our website

There are important documents that form part of our whole school Accessibility Plan these are;

- Inclusion Policy
- Gender Equality Scheme
- Equal opportunities Policy

Each of these documents addresses a specific area where we want to make sure that we are doing everything possible to ensure that our Accessibility Plan is effective.

**Physical Facilities**


Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review evacuation plans.</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li>   <li>▪ Review signage in and around the building new signage of room functions.</li> <li>▪ Ensure wheelchair access wherever possible throughout the building.</li> <li>▪ Consider colour schemes and contrast for doors, frames, stairs, handles etc.</li> <li>▪ Provide height adjustable furniture for identified children.</li> </ul>	<p>Ongoing termly review in line with funding and feasibility.</p>	<p>Capital budget annually</p> <p>Furniture budget annually</p>	<p>Site Manager</p> <p>Resources Manager</p>	<p>Govs</p>

**The School Curriculum**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Increase the extent to which disabled pupils can participate in the school curriculum.</b></p> <p><b>Provide teaching that challenges pupils.</b></p> <p><b>Meet the needs of individuals, identify barriers and gaps in achievement and overcome these.</b></p>	<ul style="list-style-type: none"> <li>• Training for identified medical needs eg Epi pen.</li> </ul>	<p>Termly review or as required for individual care plans</p>	<p>NHS staff – training time</p>	<p>SENCO with Officer</p>	<p>SEN Governor</p>
	<ul style="list-style-type: none"> <li>• Review accessibility of ICT (including notepads &amp; whiteboards) using specialist expertise and advice.</li> </ul>	<p>Spring term 2017</p>	<p>ICT budget</p>	<p>ICT subject leader working with SENCO</p>	<p>HT/ chair and vice chair of govts</p>
	<ul style="list-style-type: none"> <li>• Regular meetings with parents of AEN puils linked to data analysis and action planning with class teachers</li> </ul>	<p>Ongoing or in connection with reports, referrals</p>	<p>SEN budget</p>	<p>SENCO</p>	<p>SEN gov</p>
	<ul style="list-style-type: none"> <li>• Improve pastoral support, support plans and their effectiveness</li> </ul>	<p>6 weekly</p>	<p>Inclusion officer time</p>	<p>Inclusion Officer</p>	<p>HT</p>
	<ul style="list-style-type: none"> <li>• Train all adults in school to consistently apply a range of behaviour strategies</li> </ul>	<p>As required led by pupil need Review termly</p>	<p>Dev day time – regular staff meeting updates</p>	<p>TLR holders</p>	<p>LT</p>





<p><b>Access to wider curriculum</b></p> <p>Increase participation in local school's activities.</p>	<ul style="list-style-type: none"> <li>• Audit participation in extra-curricular activities and identify any barriers.</li> <li>• Ensure school activities are accessible to all students.</li> <li>• Investigate TA flexibility to cover extra curricular activities if needed</li> <li>• Consider hosting an area event for partner schools</li> </ul>	<p>Spring term 2017</p>	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p>	<p>FLO</p> <p>Leadership Team</p> <p>TLR holders</p>	<p>Leadership Team</p> <p>Governors</p> 
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**SUPPORT SERVICES AND SPECIALIST AGENCIES**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Continue to develop inter agency working.</p>	<ul style="list-style-type: none"> <li>• Work closely with individuals from services, especially Early Help to meet the needs of individuals and their families.</li> <li>• Use analysis tools and referral systems set up by the LA effectively.</li> </ul>	<p>Ongoing</p>	<p>SEN budget</p>	<p>SENCO</p> <p>FLO INCLUSION officer</p>	<p>HT</p>

**AWARENESS AND ATTITUDES**

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪ Regular items for newsletter highlighting achievements of <b>all</b> pupils</li> </ul>	Spring Term 17  weekly		HT AND FLO  Executive assistant	Leadership Team and Governors

**COMMUNICATION**

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Newsletters and Information  Availability of documents in alternative formats.	<ul style="list-style-type: none"> <li>• Large print and audio formats etc as required.</li> <li>• Monitor uptake of documents in alternative formats including e media.</li> <li>• Review accessibility of newsletter and letters for parents.</li> </ul>	Summer Term 17		Executive assistant	Govs

	<ul style="list-style-type: none"> <li>• Re design and update website to make information clear and accessible to all.</li> <li>• Review use of social media for school communication</li> </ul>	<p>Summer term 2017</p> <p>Summer term 2017</p> <p>Summer term 2017</p>	<p>£2000 to re design</p>	<p>DH</p> <p>Executive Assistant along with FLO</p>	<p>Govs</p>
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Date of review	March 2017
Date of formal agreement by the Governing Body	3 <sup>rd</sup> May 2017
Next scheduled review	No later than March 2020