



Accessibility Plan

Approval Requirements	Headteacher
Approval/Ratification Date	November 2022
Review date	November 2025
Signed – Headteacher	

Park Way Primary School

Accessibility Plan

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 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 3

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 or parent identified as having a disability.

PHYSICAL FACILITIES	
Process for identifying barriers	
<ul style="list-style-type: none"> • KCC accessibility Audit • Recommendations on an ongoing basis from the site manager. • Governors’ action planning following site inspections • Recommendations from users of the school • Needs review for enrolment pupils through discussion with the Headteacher or Inclusion Manager • Pupil reviews meetings or reviews for pupils with special educational needs and disabilities • Recommendation and advice from Five Acre Wood and Bower Grove Special Schools. • Governor visits • Advice from Unions 	
Summary of progress to date in last three years	
<ul style="list-style-type: none"> • Widening of entrances to the corridors of the building • Removal of stepped access and provision of automatic doors • Redesign of Reception area to include a low counter and space for wheelchairs • Colour schemes planned with advice to assist the partially sighted. • DDA compliant new build kitchen and break out area • 	
Objectives for improvement 2022-2025	
<ul style="list-style-type: none"> • Support for funding for the capital costs of this type of provision will come from the school capital budget and bids where appropriate. 	
Monitoring of plans	
This plan to be monitored by the Headteacher Inclusion Manager and Site Manager reporting to the Governors.	

THE SCHOOL CURRICULUM	
Process for identifying barriers	
<ul style="list-style-type: none"> • Monitoring of class teaching, learning support and impact on progress • Recommendations from users of the school • Pupil review meetings and PEP reviews • Recommendations from parents and external agencies • Governor visits 	
Summary of progress to date in last three years	

<ul style="list-style-type: none"> • Provision of fully equipped Sensory RoomA range of curriculum support equipment purchased to support access, e.g. adjustable sloping tables, special seat cushions, coloured overlays. • 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. • Use of visual timetables in all classes • Advice for teachers from collaboration schools •
Objectives for improvement 2022-2025
<ul style="list-style-type: none"> • Sharing expertise across the collaborative group to ensure up to date training and knowledge across staff in all schools. • Consideration of Inclusion issues in the light of the New National Curriculum • Review of SEN policy in line with latest guidance.. • Close monitoring of impact and value for money in relation to mandatory cost thresholds.
Monitoring of plans
This plan to be monitored by the Headteacher, Inclusion Manager and SEN Governor.

SUPPORT SERVICES
Process for identifying barriers
<ul style="list-style-type: none"> • Outcomes of Pupil Review Meetings or PEP reviews • Advice from external agencies eg. CAMHS, Paediatricians. • Advice from LA groups eg. LIFT, STLS • Identified needs of pupils and parents through discussion, observation, recommendations and staff meetings. • Meetings between Parent Support Advisor, partnership with parents and Headteacher and SENCO •
Summary of progress to date in last three years
<ul style="list-style-type: none"> • Further focussed support bought in from professional experts eg Educational Psychologist, Speech and language therapy • Increased capacity of pastoral team • Signposting of parents to support groups or services as applicable, e.g. ASD, Dyslexia • Counselling service for identified pupils, parents and staff. • Occupational Health and return to work interviews • Detailed provision mapping for wave 2 and 3 interventions • Links with special schools for integration programmes
Objectives for improvement 2022 - 2025
<ul style="list-style-type: none"> • Take a full part in the LCPG • Continue to work alongside agencies • Keep up to date with legislations and initiatives through attendance at relevant meetings eg,. SEN forum.
Monitoring of plans
This plan to be monitored by the Headteacher, SENCO

AWARENESS
Process for identifying barriers
<ul style="list-style-type: none"> • Triangulation of evidence observations of learning, pupil comments • Feedback from pupils, parents, staff and visitors • Voluntary Agencies and Organisations eg Young Lives Foundation, Fegans • Curriculum and provision review • Feedback from external agencies • Governor visits
Summary of progress to date in last three years
<ul style="list-style-type: none"> • Broader range of pupils with disability and SEN in school has widened pupils' experience • V • Specific assemblies • Fundraising initiatives (eg Jeans for Genes)
Objectives for improvement 2022-2025-
<ul style="list-style-type: none"> • Address different aspects of disability and SEN through assembly themes and stories • Use school website to promote awareness of support networks for families • Continue to challenge stereotyping through curriculum opportunities
Monitoring of plans
This plan to be monitored by the Headteacher and SENCO

COMMUNICATION
Process for identifying barriers
<ul style="list-style-type: none"> • Feedback from pupils, parents and other users including PTFA, email, questionnaires. • Feedback from external agencies • Pupil Review Meetings and PEP reviews
Summary of progress to date in last three years
<ul style="list-style-type: none"> • SIMs used to email and text pupils • School website improved to enable easier publication • Use of "Qcode" on all literature linking straight to the school website.
Objectives for improvement 2022-2025
<ul style="list-style-type: none"> • Continue to work with and be aware of parents who need alternative forms of communication • To increase ways for ALL stakeholders to access school information.
Monitoring of plans
This plan to be monitored by the Headteacher and SENCO

This plan is publicly available on our website

