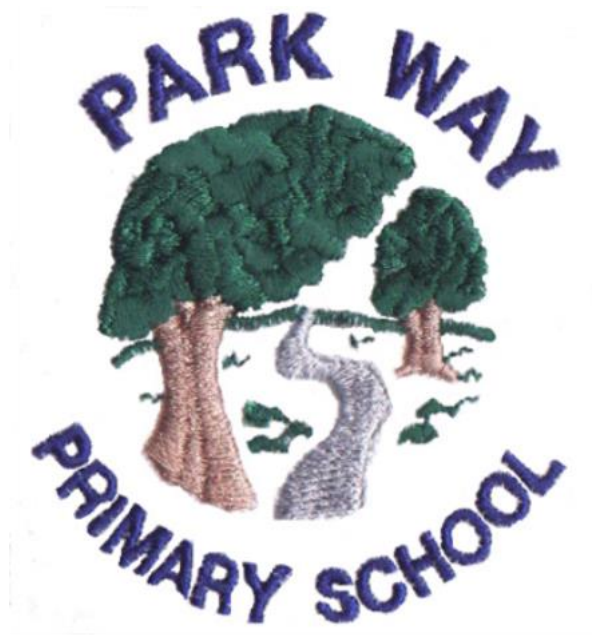




Accessibility Plan

Approval Requirements	Headteacher
Approval/Ratification Date	November 2025
Review date	November 2028
Signed – Headteacher	<i>Dhaneka</i>

Introduction

The Governors of Park Way Primary School 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 pupils, staff, parents and visitors.

This plan has been developed in accordance with:

- **The Equality Act 2010** (which replaced the Disability Discrimination Act 1995 and the SEN and Disability Act 2001)
- **SEND Code of Practice 2015**
- **Public Sector Equality Duty 2011**

Under the Equality Act 2010, we have a duty to:

- Not treat disabled pupils less favourably for a reason related to their disability
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- Plan to increase access to education for disabled pupils

Definition of Disability

Under the Equality Act 2010, a person has a disability if 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.

'Substantial' means more than minor or trivial. 'Long-term' means has lasted or is likely to last more than 12 months.

This definition includes children and adults with a wide range of impairments, including:

- Physical disabilities and sensory impairments (hearing, vision)
- Learning disabilities and specific learning difficulties (dyslexia, dyscalculia, dyspraxia)
- Autism spectrum conditions
- Speech, language and communication needs
- ADHD and other neurodevelopmental conditions
- Mental health conditions
- Medical conditions (diabetes, epilepsy, etc.)
- Cancer, HIV and Multiple Sclerosis (from 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 Context

Park Way Primary School is housed in a 1930s building with a small second storey of 5 rooms, which are mainly administration offices, and three toilets. The upstairs area is accessible by two steep narrow staircases. The building has been added to over the years and each time current equality legislation has been followed. While this presents some physical limitations, we are committed to making reasonable adjustments to ensure accessibility for all. We are part of the PINS project, which informs our approach to creating an environment that meets the needs of neurodiverse learners.

Current Accessibility Arrangements

Admissions

The Governors of Park Way Primary School support the Equality Act 2010 and are committed to the principle of all children having equal rights of access.

The admission of a child with special educational needs or disabilities will involve:

- Full disclosure by parents/guardians of the child's needs to enable appropriate planning
- Following procedures set out in our SEND and Equality policies
- Assessment of whether the school can make reasonable adjustments to meet the child's needs
- Requests for additional funding where required
- Partnership working with parents and external agencies
- Regular review of provision and transition arrangements

Access to Buildings and Classrooms

Area	Current Features	Accessibility Notes
Main Entrance	• Designated disabled parking space near entrance • Ramp access • Automatic doors installed • Low-level reception counter • Space for wheelchair users	Accessible for wheelchair users and those with mobility needs
Corridors	• Widened entrances • Wide enough for wheelchairs • Flat access where possible • Low-fitted door handles	Good accessibility throughout ground floor
Toilets	• Two all gender and accessible toilets on ground floor One in the Lodge building	Compliant facilities available
Upstairs Areas	• Contrasting paintwork for wayfinding • Steep, narrow stairwells • No disabled toilet upstairs • Fire exits via short steps	Limited accessibility - major building work would be required to improve. Timetabling used to ensure pupils with mobility needs access ground floor provision Provision of evacuchair for emergencies

Area	Current Features	Accessibility Notes
		Provision of PEEPs for adults and children that require this.
Hall	• Flat main entrances for wheelchair access • Kitchen servery accessible • Two fire doors have step down to playground	Main access good; fire exit steps noted for future review
Playground	• Step-free access available	Accessible for all
Field Area	• Step-free access	Accessible for all (Quiet area has small curb)
Garden/Sensory Garden	• Good shallow step access • Sensory garden features	Accessible for all
Entrance Paths	• Clear of steps	Good access for all pupils and parents

Note: The main building areas are approximately 100m from end to end. Pupils moving between buildings may find the distance and physical exertion a barrier. Timetabling and reasonable adjustments are made for individual pupils as needed.

Evacuation Procedures

Our Fire and Evacuation Policy sets out procedures for safe, efficient evacuation. These procedures are adapted to meet the specific needs of individuals. Personal Emergency Evacuation Plans (PEEPs) are created for pupils or staff who require them, in consultation with the individual and their parents/carers, and are recorded in Individual Education Plans or staff files.

OUR PLANNING ADDRESSES THE FOLLOWING AREAS:

1. PHYSICAL FACILITIES

Addressing alterations to the structure of the building or site to secure access for pupils, staff, parents and visitors.

Process for identifying barriers

- Annual accessibility audit (internal and external where funding permits)
- Ongoing recommendations from site manager
- Governor site inspections and action planning
- Feedback from pupils, parents, staff and visitors
- Pre-admission needs assessments for new pupils
- Annual reviews and EHCP reviews
- Advice from specialist schools, occupational therapists and specialist teachers
- PINS project assessments and recommendations
- Health and Safety inspections
- Trade union health and safety representatives
- Multi-agency meetings

Summary of progress to date (last three years)

- Widened corridor entrances
- Removed stepped access wherever possible and installed automatic doors
- Redesigned reception area with low counter and wheelchair space
- DDA-compliant new build kitchen and break-out area
- Replacement of worn raised or indented door mats to improve wheelchair access
- Three accessible toilets on ground floor

Objectives for improvement 2025-2028

Low-Cost/No-Cost Improvements (PINS Project-Informed)

Sensory Environment:

- Paint colour review using PINS/equality guidance - select calming, matte paint colours in key areas; avoid high-gloss finishes that create glare (to be implemented during routine redecoration)
- Reduce visual clutter - audit classroom displays to ensure they support rather than overwhelm neurodiverse learners
- Create quiet zones - designate low-stimulation areas in classrooms and communal spaces
- Acoustic improvements - use soft furnishings, carpets/rugs, and wall displays to reduce echo

Physical Access:

- Audit and improve signage - ensure clear, consistent visual signage throughout building using symbols and pictures alongside text
- Review door furniture - ensure handles and opening mechanisms are accessible (address during routine maintenance)
- Handrail audit - review where additional handrails or grab rails would support mobility; prioritise high-traffic areas and any slopes
- Floor surface review - ensure non-slip surfaces and clear colour contrast at level changes
- Furniture arrangement - ensure clear, wide pathways in all classrooms and communal areas

Outdoor Environment:

- Playground zoning - create clearly defined zones for different activities (active/quiet)
- Sensory garden maintenance - ensure accessible pathways and seating
- Visual boundaries - use low-cost methods (painted lines, planters) to define spaces

Medium-Cost Improvements (to be prioritised as budget allows):

- Installation of additional handrails at identified priority points
- Improved external signage and wayfinding
- Review of upstairs fire exit accessibility (currently via steps)
- Review of hall raised matting by exit to playground

Objectives for improvement 2025-2028

- Consideration of upstairs disabled toilet provision if required for specific pupil need
- Emergency evacuation equipment for pupils with mobility needs

Funding and resources

Support for funding the capital costs of this type of provision will come from:

- School capital budget and Formula Capital
- Condition Improvement Fund (CIF) bids where appropriate
- PINS project resources and guidance
- Local authority accessibility grants
- Fundraising for specific projects

Monitoring of plans

This plan to be monitored by the Headteacher, Site Manager and Premises Governor, reporting to the Full Governing Body annually.

2. THE SCHOOL CURRICULUM

Including provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Lesson observations and learning walks
- Pupil progress monitoring and data analysis

Process for identifying barriers

- Pupil voice activities and school council
- Parent feedback and consultations
- Annual reviews, EHCP reviews and PEP reviews
- Recommendations from parents and external agencies
- Staff feedback and requests
- Governor monitoring visits
- Pupil conferencing

Summary of progress to date (last three years)

- Provision of fully equipped sensory room
- Range of curriculum support equipment purchased (adjustable sloping tables, special seat cushions, coloured overlays, wobble cushions, technological enhancements including ICT)
- Staff training programmes for individual or groups of staff (Attachment, Diabetes, ASD, Dyslexia, hearing/sight impairment, specific learning difficulties)
- Use of visual timetables in all classes
- Advice and support from collaboration schools (Five Acre Wood and Bower Grove Special Schools)
- Adaptation of teaching materials for individual needs
- Input from specialist external teachers
- Use of induction loops and assistive technology
- Differentiated assessment procedures including support for National Tests
- Full participation in extra-curricular activities (outdoor education, sports, music, clubs, excursions and trips) with reasonable adjustments made

Objectives for improvement 2025-2028

Curriculum Access:

- Differentiation audit - ensure all planning proactively considers accessibility and neurodiversity
- Multi-sensory teaching - embed approaches across all subjects (visual, auditory, kinaesthetic)
- Flexible groupings - review to ensure pupils can access learning in ways that suit their needs
- Assessment methods - offer alternative ways to demonstrate learning (verbal, practical, recorded)
- Reading materials - audit for dyslexia-friendly fonts, spacing and formats
- Audit of staff training requirements to support differentiation for disabled pupils

Learning Environment:

- Workstation choices - provide options (standing desks, floor work, different seating) where possible
- Movement breaks - build in regular opportunities for movement and regulation
- Visual supports - extend use of visual timetables, task boards, now/next boards
- Assistive technology - maximise use of existing technology (text-to-speech, speech-to-text, tablets)
- Optimal classroom organisation - implement preferred layouts of furniture and equipment to support independence of all pupils, particularly those with disabilities
- Contrasting paint to define entrances

Staff Development:

- Neurodiversity training - whole-staff training on autism, ADHD, sensory processing (use PINS resources)
- Attachment and trauma-informed practice - ongoing development
- Specific condition training - as needed for individual pupils (epilepsy, diabetes, etc.)
- Manual handling training - liaison with experts/LA; key staff trained in practical techniques
- Sharing expertise - regular staff meetings to share strategies; collaboration with specialist schools
- Ongoing programme of staff development related to meeting needs of different learners

Extra-Curricular and Enrichment:

- Review all out-of-school provision to ensure compliance with equality legislation
- Accessibility audit of trips - ensure all educational visits are accessible or alternatives provided
- Club provision - review to ensure range of activities suitable for different needs
- Transition support - enhanced transition for pupils with SEND (additional visits, visual resources, social stories)

Objectives for improvement 2025-2028

- Arrangements for play, recreation and social development incorporated into IEPs/EHCPs
- Suitability of events and need for additional support discussed with parents in advance

Teaching and Learning:

- Continue to implement school's Teaching and Learning policy which incorporates advice on supporting disabled pupils
- Sharing expertise across collaborative group to ensure up-to-date training and knowledge
- Consideration of inclusion issues in curriculum planning
- Review of SEND policy in line with latest guidance
- Close monitoring of impact and value for money in relation to mandatory cost thresholds

Funding and resources

Funding for curriculum access improvements comes from:

- School budget allocation for SEND
- Pupil Premium funding where applicable
- High Needs funding for pupils with EHCPs
- External agency support (Educational Psychology, Speech and Language Therapy, Occupational Therapy)
- Training budget

Monitoring of plans

This plan to be monitored by the Headteacher, SENCO and Curriculum/Inclusion Governor, reporting to the Full Governing Body annually.

3. SUPPORT SERVICES

Access to services within and external to the school to support families where a disability is identified.

Process for identifying barriers

- Outcomes of Annual Reviews, EHCP reviews and PEP reviews
- Advice from external agencies (CAMHS, Paediatricians, Educational Psychology, Speech and Language Therapy, Occupational Therapy)
- Advice from LA services
- Identified needs of pupils and parents through discussion, observation, recommendations and staff meetings
- Meetings between pastoral team, parents, Headteacher and SENCO
- Early Help assessments
- Multi-agency meetings

Summary of progress to date (last three years)

- Further focused support commissioned from professional experts (Educational Psychologist, Speech and Language Therapy)
- Increased capacity of pastoral team
- Signposting of parents to support groups or services (ASD, Dyslexia, etc.)
- Counselling service for identified pupils, parents and staff
- Occupational Health support and return to work interviews for staff
- Detailed provision mapping for wave 2 and 3 interventions
- Links with special schools for integration programmes and advice
- Partnership working with range of agencies

Objectives for improvement 2025-2028

Internal Support:

- SENCO time - ensure sufficient time for coordination, liaison and monitoring
- Teaching Assistant deployment - review to ensure effective support for pupils with disabilities
- Pastoral support - maintain and develop emotional literacy and wellbeing support
- Medical needs - ensure robust systems for pupils with medical conditions (care plans, staff training, safe administration of medicines following LA guidelines)

Objectives for improvement 2025-2028

External Partnerships:

- Maintain specialist service commissioning - Educational Psychology, Speech and Language Therapy, Occupational Therapy as needed
- Strengthen links with specialist schools - for advice, training and integration opportunities
- CAMHS liaison - early identification and referral pathways
- Local authority SEND team - regular communication and partnership working
- Take full part in local cluster partnership groups
- Parent support - continue signposting to relevant organisations and support networks

Early Identification:

- Screening processes - ensure robust systems for identifying needs early<br