

Park Academy Accessibility Plan

1. The Park Academy Accessibility Plan has been drawn based upon guidance outlined in the Equality Act 2010 and should be read with other school planning documents. In accordance with our school ethos, Park Academy seeks to ensure that no one “unlawfully discriminates against any pupil because of their sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.

2. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our planned refurbishment has taken into account our ethos to be an inclusive school, which is explained in our design and access statement. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the DfE will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

4. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, adapting the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Equal Opportunities Policy

Health & Safety Policy (including off-site safety)

Intimate Care Policy

Educational Visits Policy

Special Educational Needs Policy

Behaviour Policy

School Improvement Plan

Asset Management Plan / Suitability Survey

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

11. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Park Academy Accessibility Plan: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, link professionals, inset, peer observations/visits in other successful schools	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by Head and Inclusion Manager	Initial audit of needs Autumn each year Continuous	Increased access to an appropriate curriculum for all pupils
Stock of curriculum materials are accessible on both floors	Subject storage (e.g. Maths cupboard) Current relevant curriculum stock (e.g. balance scales, money, microscopes etc) to be stored in storage by Y5 classroom	All staff will be to access relevant curriculum resources Monitored by Leadership Team	Continuous each half term	Increased access for teachers to plan for hands-on learning
All out-of-school activities are planned to ensure the whole range of pupils participate and contribute	Review all out-of-school provision to ensure compliance with legislation Review Forest School strategy annually to ensure full inclusion	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by Head and Inclusion Manager	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
Ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by Headteacher	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
Train and deploy Teaching Assistants effectively to support pupils' engagement, challenge and progress	Review needs of pupils within each class (personal development plans, needs register & teacher notes and staff accordingly Ensure staff skills are matched to	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by Headteacher and	Continuous	All pupils are supported to achieve their full potential; similar rates of progress across groups of children

	pupil needs	Inclusion Manager		
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Park Academy Accessibility Plan: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits and Risk Assessments. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ACTIVITY	TIMEFRAME
All areas <ul style="list-style-type: none"> • Overall physical access strategy • Signage • Fire / emergency routes 	<ul style="list-style-type: none"> • Complete Access Audit Checklist (http://secure.essexcc.gov.uk/vip8/si/esi/dis/content/index.jsp?&sectionOid=308&oid=21009) for all areas • Monitor security access • Assess need for fixed hoists in disabled toilets • Rehearse fire drills with children and/or staff with limited mobility to ensure all systems are functional 	Annual – assessed action to be taken when required
Outside areas <ul style="list-style-type: none"> • Car parking • Paving • External steps • Delivery Vehicles / kitchen area • Playground 	<ul style="list-style-type: none"> • Improve marking and signage designated parking space for the disabled • Ensure are clearly visible • Link with H&S work to ensure safe and appropriate pedestrian access to delivery area 	Termly facilities walk to monitor (Operations Sub-Committee)
Classrooms and offices	<ul style="list-style-type: none"> • Improve classroom furniture layouts to increase access (e.g. clear space around door entrances and exits and ensure space to navigate with wheelchair) 	Continuous Termly facilities walk to monitor (inclusion focus)
Main Entrance and reception area	Ensure internal security doors allow wheelchair access along with full pram storage Plan furniture layout to ensure space for wheelchair access and enabling simultaneous use of area by others in reception	Continuous Termly facilities walk to monitor (Operations Sub-Committee)
Lift	Monitor maintenance cycle Ensure clear access	Continuous Termly facilities walk to monitor (Operations Sub-Committee)
All areas: Sound system	Monitor effectiveness of mobile audio induction loop	Annual – assessed action to be taken when required

LOCATION	ACTIVITY	TIMEFRAME
Common areas <ul style="list-style-type: none"> • Corridors • Toilets • Classrooms 	<ul style="list-style-type: none"> • Remove trip hazards <ul style="list-style-type: none"> ○ Identify appropriate storage for equipment and ensure that items are not left indiscriminately ○ Remove obstacles around signed emergency routes • Observe fire exit routes • Increase signage and aids for visual and hearing impaired • Clear corridors and other areas from obstacles and inappropriate storage • Significant decluttering / improve storage 	Continuous Termly facilities walk with H&S Governor and Site Supervisor