



Parbold Douglas

CHURCH OF ENGLAND ACADEMY

Accessibility Policy and Plan

Date of last review: January 2024



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

Contents

Introduction.....	3
The School’s Context.....	3
The School’s Aims.....	3
Management, coordination and implementation of the policy	4
Accessibility Action Plan.....	6
Monitoring and Review	11



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The School's Context

Parbold Douglas is a mainstream one-form entry Church of England Academy for children aged 4-11 years old. Our school is a single storey building with two levels. There is access to the front of the building through the main entrance, up a slope suitable for wheelchair use. Alternatively, there is entrance into the ground floor, lower level through the Nursery door and into KS1. There is a disabled toilet facility on this lower level. Access to KS2 through external doors. For wheelchairs users, KS2 is accessed through a side entrance. This flat entrance leads from the carpark, next to the disabled parking space. A flat entrance to the school hall is through a side entrance off the KS1 playground. There are disabled toilet facilities available on the lower level fitted with a handrail.

The School's Aims

Through sharing the life-giving message of AHT'sus Christ, we are committed to delivering exciting and engaging learning opportunities to enable our children to develop a love of learning and achieve their best. We aim to provide an environment for learning where all are loved and valued, by themselves and each other and where all can live out our Christian values, at school, at home and in the community. We aim to help all recognise and appreciate their unique gifts and those of others so that they may let their light shine!

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information



It is a requirement that the school's Accessibility Policy is implemented and reviewed and revised as necessary. In this policy there is an audit, detailing facilities and procedures currently in place to meet the requirements set out in this policy. The Accessibility Action Plan identifies the priorities from the review. The Accessibility Action Plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Action Plan the school has set the following priorities:

- To provide safe access throughout the physical environment of the school for all pupils.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled. It is the responsibility of the whole school community to implement this policy in a manner which promotes an inclusive ethos.

Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support. Hard copies of this policy are available via the school office. An electronic copy is available via the school website.

Management, coordination and implementation of the policy

School staff are aware of the Accessibility Policy and how the disability duties apply to schools through staff meetings and identification of staff training needs. The Governing Body in collaboration with the Senior Leadership Team will have overall responsibility for the policy and will set priorities related to their responsibilities for the policy, including direction, vision, monitoring, review and annual evaluation. The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the Disability Discrimination Act and towards the general public under Part 3 of the Disability Discrimination Act and our duties under Health and Safety, race and Human Rights legislation. Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review. The Governing Body will report to parents on the school's accessibility policy, where required, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

Findings from the audit following Accessibly Policy review [January 2024]:

- We ask about any disability or health conditions in early communications with new parents and carers as part of our school admission procedure.
- The whole of school can be accessed through either flat or ramped entrances.
- There are disabled toilet facilities available fitted with a handrail
- The school has a designated disabled parking bay, located next to a ramped entrance.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
- We draw on and work with experts when new situations regarding pupils with disabilities are experiencing.
- Sensory equipment has been purchased to support individual sensory needs.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. Those who are hearing impaired can hear the alarm.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in worship, music, PE and assemblies. Advice is sought should adaptations be needed.



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

- Teachers and Teaching Assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Support Plan and EHC plan outcomes and liaise with specialist and support services where applicable
- Lessons provide opportunities for all to succeed through inclusive practice alongside differentiation where appropriate and the adoption of quality first strategies.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to medical needs. There is a register of children with medical needs. Information relating to the medical needs of children across school is shared with all staff on a regular basis including new members of staff and visitors into school when appropriate.



Accessibility Action Plan

Accessibility Action Plan					
1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENCO	Incorporate parental advice in our ISP cycles Annual Review meetings with SENCO LCC communication shared to parents Share local support networks with parents	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning and feel supported.
Training for staff on increasing access to the curriculum for all pupils	SLT / SENCO/	Attachment training Intimate care policy and trained staff Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. OT, SALT, school nurse and teacher of the deaf	Training time TA time allocated	In place and ongoing: Attachment training Regular visits and support from WISH (outreach support)	Increased access to the curriculum Needs of all learners met. Maintain records of staff trained.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENCO/ SLT	Strategic deployment of support staff/intervention teacher Use of technology, eg: speech to text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, sensory equipment	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of technology.



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

		Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from specialist teacher)			
Adaptations to the curriculum to meet the needs of individual learners	SENCO/SLT	Timetable adaptations in line with child's needs, interests and aspirations. Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	Occupational therapy/Sensory reports One page profiles.	In place and ongoing	Needs of all learners met enabling positive outcomes.
Improve educational experiences for hearing impaired pupils	SENCO	Work alongside teacher of the deaf and act on advice. Maintenance of radio aids. Establish a deaf friendly environment throughout school (assemblies etc).	Cost of specialist teacher.	In place when required - regular visits from teacher of the deaf.	Adaptations in class (seating, use of radio aid), pre-teaching and targeted intervention. Learning experiences of pupils enhanced and progress made. Staff know how to operate hearing equipment.
Improve educational experiences for children with sensory needs.	SENCO	Work alongside specialist teachers and special school outreach. Create a bank of sensory equipment that can be used by any child in school. A dedicated space/time slot for sensory breaks CPD for staff so they understand sensory needs and how to support them in school	Sensory equipment.	In place when required - regular visits from sensory support team. CPD for all staff about	Staff know how to support children with sensory needs, children accessing sensory breaks with a variety of equipment. Children are ready to learn.



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

				supporting sensory needs in school.	
All school trips and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/SENCO /Staff leading clubs	Risk assessments will be undertaken where appropriate Children's needs will be shared with all staff Parents consulted Link with external providers.	Any specialist equipment needed to allow a child to access a club or staff to increase ratios.	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND. All SEND children attending school trips.
2. Improving the Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets.	SBM	Maintain wheelchair accessible toilets. Re install the emergency cord in disabled toilet.	Maintenance costs.	In place and ongoing.	School will be fully accessible for wheelchair users.
Access into and around school and reception to be fully compliant.	SBM/HT	Designated disabled parking. Wide doors and corridors. Clear route through school.	Maintenance costs.	In place and ongoing.	School will be fully accessible for wheelchair users.
Improvements to support safe sensory breaks.	SENCO/HT	Find a place in school where sensory equipment can be stored and used safely. Equipment is safety checked and logged. Act on advice from outside special school support.	Cost of materials and labour.	In place and ongoing.	Hazards highlighted to increase safety for sensory breaks. All areas and equipment



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

					monitored and maintained.
Improve signage to indicate access routes around school.	SBM/HT	Signs indicate disabled parking bay and wheelchair friendly routes around school.	Cost of signs.	2021-22	Disabled people aware of wheelchair access.
Maintain safe access around exterior of school.	SBM/HT	Ensure that pathways are kept clear of vegetation, trip hazards and ice. Widen the flagged path to the rear of Year 5 and Y6 to allow access to outdoor space.	Cost included in Site Supervisors/ground`s maintenance contract.	In place and ongoing.	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school.	AHT/SBM/HT	Awareness of flooring, furniture and layout in planning for disabled pupils.	Cost of any adjustments that need to be made.	In place and ongoing.	People with disabilities can move safely around the school.
3. Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats.	Office/ SLT/ SENCO	Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect. Key content published on school website. Provided translated documents where appropriate.	Contact details and cost of translation / adaptation.	In place & ongoing.	All parents/carers will be up to date and well informed of school information.



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

Ensure documents are accessible for pupils with visual impairment.	Class teachers/ SENCO	Seek and act on advice from specialist teacher on individual pupil requirements Ensure large, clear font used in documentation.	Potential specialist equipment.	In place & ongoing.	Pupils able to access all school documentation.
--	--------------------------	--	---------------------------------	---------------------	---



Parbold Douglas CE Academy

Accessibility Policy and Plan [Last updated: January 2024]

Monitoring and Review

This policy and plan will be reviewed every three years by the SENCO, headteacher and governing board.

Last review date: January 2024

Next review date: January 2027

