

# Parkfield Primary School



**PARKFIELD SCHOOL**  
*felicitas per ardua*

## Accessibility Plan

Links to:

- [Asset Management Plan](#)
- [Behaviour Management Policy](#)
- [Curriculum Policy](#)
- [Critical Incident Support Plan](#)
- [Equal Opportunities Policy](#)
- [Health & Safety Policy](#)
- [Special Educational Needs Policy](#)

Date policy approved and adopted: Spring Term 2025

Policy agreed by: Finance Committee

Next review date: Spring term 2026

At Parkfield Primary School our values reflect our commitment to be a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.

We are committed to working together to provide an inspirational and exciting learning environment, we recognise learning in all its forms and are committed to nurturing lifelong learners.

We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. We believe that children should always feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably. Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions. In addition, the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) gives guidance on how to identify and assess children with Special Educational Needs.

Parkfield Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school. Learning needs will be identified and we will ensure that all adults working with a child are aware of how best to provide support.

The Parkfield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Our aims are to: -

- **Improve and maintain 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

- **Increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 the delivery of written information to pupils, staff, parents and visitors with disabilities**; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as required.

### Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges and support is put in place where necessary for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

### Curriculum

The staff at Parkfield Primary School value pupils of different abilities. When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. The National Curriculum is implemented to meet the specific needs of individuals and groups of children by:-

- setting suitable learning challenges, including working at p scales where appropriate
- responding to children's diverse learning needs
  - differentiation of class work and homework tasks
  - visual presentation of information and timetables
  - use of appropriate fonts and font sizes.
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of ICT and visual aids,
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs and special events; sports days, school fairs and concerts

There are areas of the curriculum to which disabled pupils may have reduced access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Monitoring of progress is carried out by class teachers, the Headteacher, SEND Coordinator and English/Maths coordinators as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Most written information can be presented in different formats to make it accessible. The school is aware that the Local Authority is able to provide translation services and Braille copies if required.

This Accessibility Policy will be:

- reviewed annually by the Governing Body will make appropriate recommendations to the Headteacher
- shared with all members of staff
- available on the school website

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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.

The Accessibility Plan will be published on the school website.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

### **Access Audit**

The school is a single storey building with wide corridors and several access points from the outside. Teaching areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all.

The site consists of 3 buildings:

- Block A (E436A) built in 1967
- Block B (E436B) built in 2011
- Elliot Hut (E589) manufactured 1996

There are also ancillary wooden structures:

- Hobbit house
- Wonky shed
- Pagoda

On-site car parking for staff and visitors includes one dedicated disabled parking bay and additional bays can be reserved when needed.

The main entrance to the school is flat with wide doors fitted. The main entrance features a secure lobby and has been fitted with a lower reception hatch and counter to help make it accessible to wheelchair users.

There are disabled toilet facilities available, one in the main building E436A and one in the year 5/6 block E436B. They are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

### **Management, coordination and implementation**

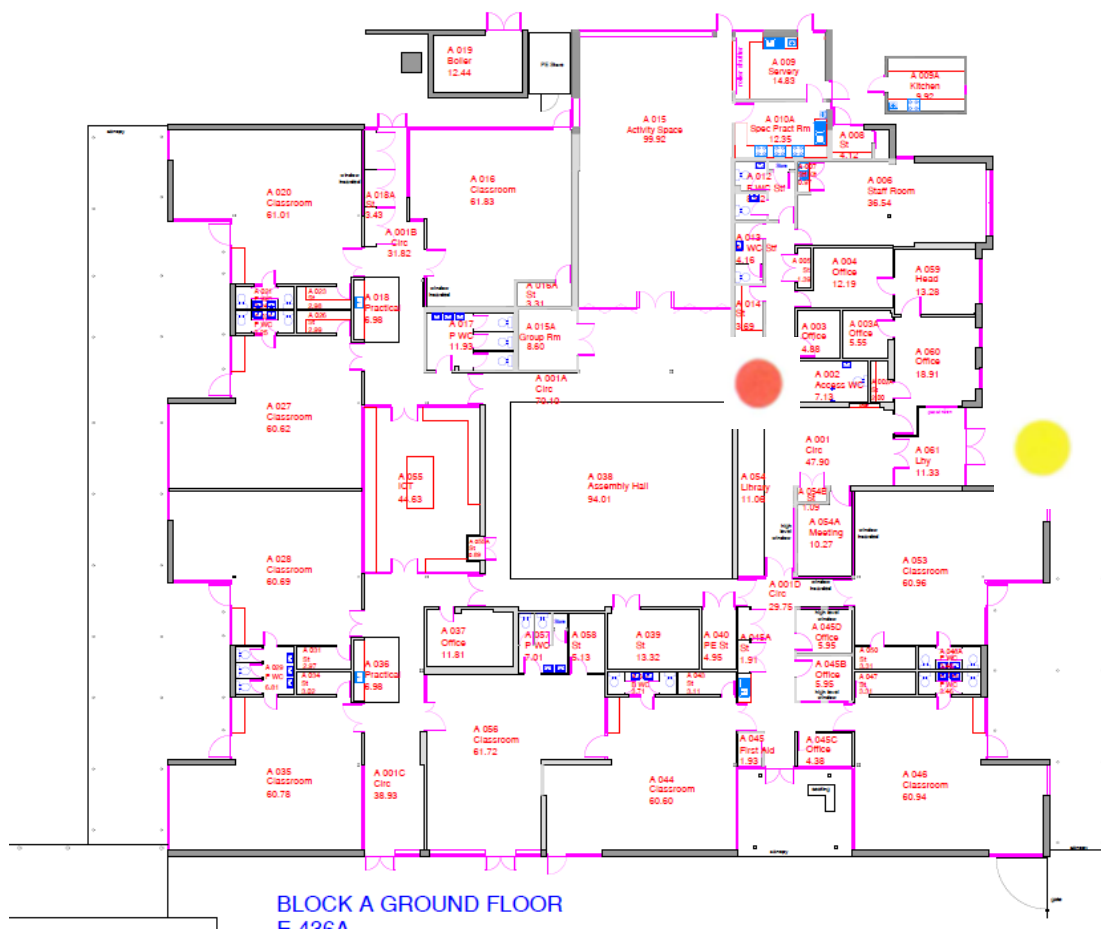
- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

# Plan of the School Buildings Showing Areas of Accessibility



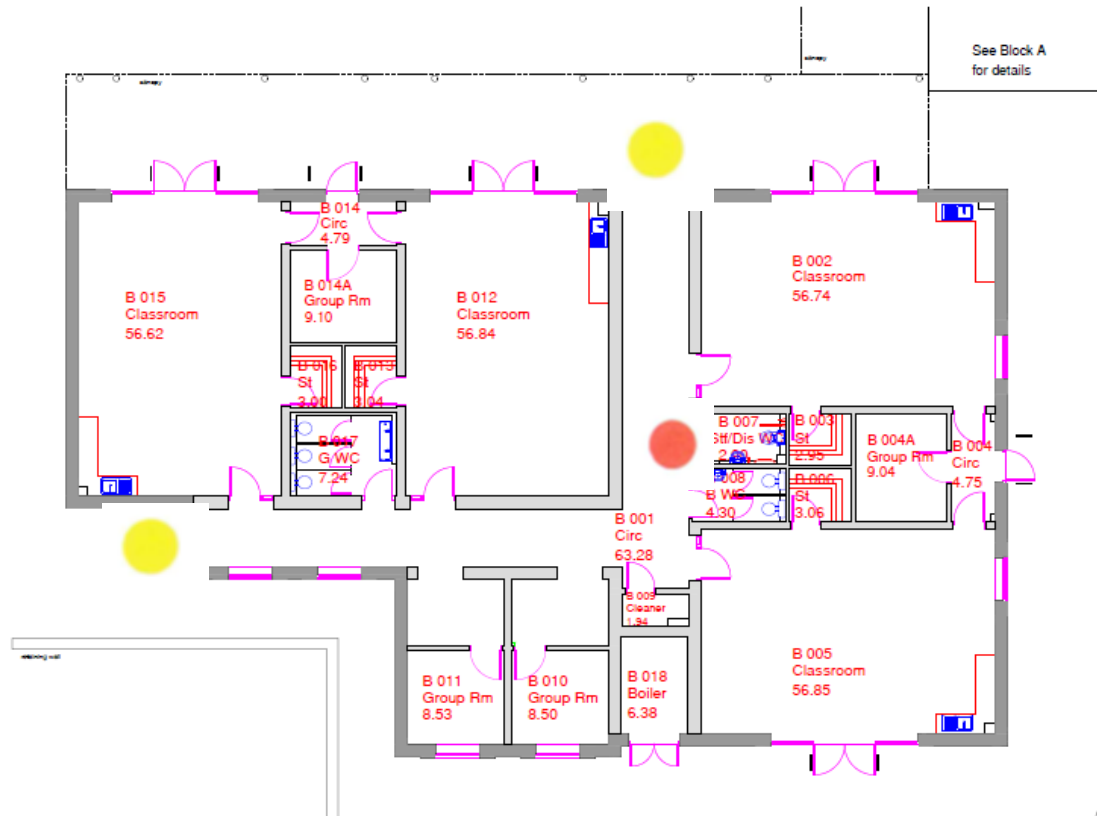
Accessible route

## Main Building

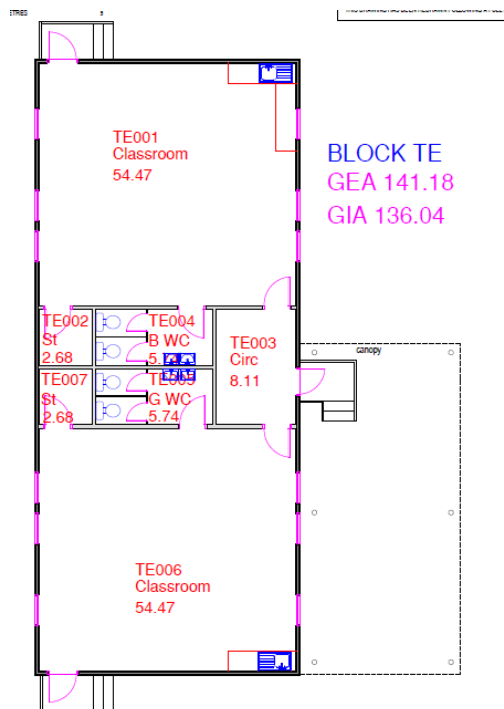


## Year 5 and 6 Block

All entrances are level access



## EYFS Block



## Accessibility Plan

### Action Plan A – Improving Physical access

	Area	Recommendations	Time Scale	Priority	Cost	Date complete	Responsibility
1	Corridors	Keep corridors clear from obstructions	Immediate	High	None	Ongoing	Site manager
2	Wheelchair access to E436A	There is level access through the main entrance however all other exit doors have single steps. SBM met with fire safety officer 24.03.17 and discussed fire exit routes – designation main exit route for wheelchair users with level access (A061). Fire Risk Assessment SCC Corporate action - fire doors need level access	Designated main exit route with level access. Ongoing discussions with Property Services team	High	Unknown	Ongoing	SCC Corporate
3	Wheelchair access to E436TE1	Enable wheelchair users to access reception classrooms – adjustments will be made as appropriate to pupil and staff needs	Ongoing discussions with Property Services team	Dependant on needs of pupils and staff	Unknown	As needed	SCC Corporate
4	Disabled parking	Access to site during school day All information regarding access to school site to include instructions for disabled drivers to sound their car horn if they need help opening the school gates in order to drive onto site	Immediate	Medium	None	In place	Office staff
5	Disabled toilet	In place in E436A and E436B but not in E436TE1– adjustments will be made as appropriate to pupil needs	Ongoing discussions with Property Services team	Dependant on need of pupils	Unknown	As needed	SCC Corporate
6	Changing and shower facilities	In place in A002. Hi-riser table in A002	Immediate	High	Annual servicing	In place	School / Property Services
7	Fire exit steps E436TE1	Fire exit steps to be highlighted in yellow -	Immediate	High	None	In place	School / Property Services

## Action Plan B – Improving Curriculum Access

	Area	Recommendations	Time Scale	Priority	Cost	Date complete	Responsibility
1	Differentiation in Teaching	Headteacher / SENDCo to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High		ongoing	SENDCo Headteacher
2	Interventions	SENDCo to regularly audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing	High	Resourcing costs of identified areas to develop	ongoing	SENDCo Headteacher
3	Classrooms are organised to promote the participation and independence of all pupils	SENDCo to carry out annual audit of resources to ensure that lessons can be planned to meet the needs of all pupils in the class. Class teachers to review resources to ensure that lessons are planned to meet the needs of all pupils in the class. Regular assessment classrooms to ensure furniture, decoration etc supports teaching and learning meeting needs of all pupils in the class.	Ongoing  Ongoing  Ongoing	High	Possible resource implications where gaps are identified	ongoing	SENDCo  Class teachers  School Business Manager
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	SENDCo to deliver staff training to teaching staff.	Ongoing	High	Not applicable	ongoing	SENDCo
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD	SENDCo to deliver training where possible. Identify gaps in knowledge and seek external advice, training courses where necessary	Ongoing	High	Training costs, extra hours for LSAs	ongoing	SENDCo

### Action Plan C – Improving the Delivery of Written Information

	Area	Recommendations	Time Scale	Priority	Cost	Date complete	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	As needed	Unknown	As required	SBM/SENDCo
		Website information will be provided in the form of paper copies if requested	Ongoing	As needed	Minimal	As required	SBM
		Safety information for visitors to school available in larger print sizes if requested	Ongoing	High	Minimal	In place	SBM
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. Google translate is on the website.	Ongoing	High	None	Ongoing	SBM
		We send out all our information for families by text and/or email. These documents can be downloaded and translated via Google Translate. Additional help can be requested if needed		High	None		SBM
3	Standardising all school written communication	All school letters now typed in Arial 11 or 12 We use light coloured or white paper and use sans serif fonts. We use bolding of text for highlighting areas of importance. We are aware that glossy and bright white backgrounds, <i>italics</i> , ALL CAPS and <u>underlining</u> have been found to impair reading for dyslexics. We have cream paper/books available where there is an identified need.	Ongoing	High	None	In place	SBM