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Accessibility Plan

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1. Introduction

Our key objective is to reduce and eliminate barriers to access to the school and curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

2. To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT SENCo All subject leaders	All policies clearly reflect inclusive practice and procedure
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • Outside Play visits • Employment of specialist advisory teachers • CPD for staff • A differentiated curriculum with alternatives offered. • Assessment of abilities and outcomes for each pupil • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Teachers SENCO	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching.</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
To evaluate and review the above short- and long-term targets annually.	See above	Annually	SMT Governors	All children making good progress.
To deliver findings to the Governing Body.	SEN Governor / SENCO meetings	Termly	SENCO SEND Governor	Governors fully informed about SEN provision and progress

3. To provide an attractive, accessible school environment promotes a sense of belonging and self-worth.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Accessible circulation routes, broad enough for people using wheelchairs or sticks	Ensure circulation spaces are clear and clutter free	Ongoing	All staff	An accessible environment helps children with SEN and disabilities take part in school activities alongside their peers.
Ergonomic details (such as door handles) that mean everyone can use them	Review details such as door handles when new facilities and /or adaptations are planned	Ongoing	SLT & Governors	
Safe clearances around furniture and equipment, especially for wheelchair users	Ensure spaces are clear and clutter free	Ongoing	All staff	Some children with SEN and disabilities need more space – for moving around for example (some with mobility aids), for using specialist equipment, for communicating, and for ‘personal’ space.
Additional staff working in learning and support spaces	Review as part of child's individual learning needs	Ongoing	SLT & SENCo	
Storage and use of equipment and a wide range of teaching resources	<ul style="list-style-type: none"> Review as part of child's individual learning & environment needs. Create access to learning plans for all children to help identify individual needs. Ensure all staff are made aware of individual needs in access to learning plan. Provide staff training and CPD when required. Consult with staff, governors and through confidential survey to ascertain access needs. Include questions in confidential pupil questionnaire relating to 	Ongoing	Staff & SENCo	A well-considered environment enhances the educational experience for all children, including those with SEN and disabilities
Appropriate levels of glare-free controllable lighting		As required following review of individual needs in access to learning plan	Staff & SENCo	
Good quality acoustics, taking into account the needs of people with sensory impairments and/or communication and interaction needs		End 2021	Staff & SENCo	
Visual contrast and texture, which can be used for sensory wayfinding		As required following review of individual needs in access to learning plan	SLT, SENCo & Governors	

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Reduced levels of stimuli, (e.g. avoiding sensory overload for a child with autism) to provide a calming background to learning	parent and carers' needs and ensure these are met for events, meeting etc.	As required individual needs in access to learning plan	SLT & SENCo	
Accessible workstations with space for learning aids and assistance, alongside furniture, fittings and equipment that support a range of learning and teaching styles		As required following review of individual needs in access to learning plans	SLT, SENCo & Governors	
Easy access to specialist ICT resources, personal belongings, aids and mobility equipment		As required following review of individual needs in access to learning plans	SLT, SENCo & Governors	
Improvements to help the hearing-impaired, such as hearing-loop or soundfield.		As required following review of individual needs in access to learning plans	SLT, SENCo	
Improve toilet facilities for those with disabilities.	When developments are being made, consideration should be made to providing toilet facilities for staff and pupils who may have difficulties with the current provision.	Ongoing as developments are being made	Headteacher Governors	Facilities available for those with disabilities
Access to whole school for those with disabilities	When developments are being made, consideration should be made to whether it is practical to improve access for those with disabilities, especially to the first-floor so that there is equality of access throughout the school.	Ongoing as developments are being made	Headteacher Governors	Those with disabilities have equal access within the school.

4. To improve access to information, advice and guidance

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To overcome the access issues to the school in most amenable and welcoming way.	Provide details on the website to assist visitors who may have difficulty in accessing the site prior to their visit.	Aor 2021	Headteacher	Details available and visitors provided with link
Ensure documents are accessible for pupils with visual impairments	Use of magnifier where appropriate Ensure large, clear font used in documentation Use of screen reader with electronic documents	As required following review of individual needs	Headteacher	Pupils able to access documentation