

Accessibility Plan

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1. Introduction

Park Street Church of England Primary School is a school with a distinctive Christian character and seeks to ensure that all who learn and work within the school are enabled to experience ‘life in all its fullness’ [Jn 10.10] - to be people ‘fully alive’ [St Irenaeus]. To this end, all of our work, our policies and our procedures seek to ensure that we honour God, we love our neighbour as ourselves, we do to others as we would have them do to us, we don’t judge others, and we seek to be good stewards of God’s creation.

These basic tenets of our Christian faith inform the things we value and promote: honesty and respect; friendship and kindness; learning and fun.

This means that all who seek safe haven within our learning and wider community should and must be treated with the dignity and respect that all who are created in God’s image should expect.

We seek to be inclusive in practice and policy and that those who may be differently able are enabled to access the physical building, the curricular and the extra-curricular, and that reasonable adjustments are made to meet their specific needs and to mitigate the obstacles they may encounter, so that they are able to feel an integral part of a community that shines as a beacon of Christian welcome and hospitality.

Our key objective is to identify, reduce and eliminate barriers of access.

2. To increase the extent to which differently able (some might say disabled) pupils can participate in the school curriculum.

Targets (What do we seek to achieve?)	Strategies (How do seek to implement it?)	Timescale (By when do wish to achieve this?)	Responsibilities (Who will lead and who will do it?)	Success Criteria (How will we measure our successes?)
To establish close working relationships with outside agencies for pupils with on-going health and learning 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

Targets (What do we seek to achieve?)	Strategies (How do seek to implement it?)	Timescale (By when do wish to achieve this?)	Responsibilities (Who will lead and who will do it?)	Success Criteria (How will we measure our successes?)
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • Ensuring an inclusive curriculum differentiated curriculum with alternatives offered. • CPD for staff • Resourcing specialist advisory teachers • 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 • Outside Play visits 	Ongoing	HT Teachers SENCO Learning Support Assistants	<ul style="list-style-type: none"> • Curriculum reviewed. • Advice sought and taken Strategies evident in classroom practice. • ASD children supported and accessing curriculum. • Outcomes in line with or exceeding expectations
To review attainment of all SEN pupils rigorously and in fine detail	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly (at least)	Class teachers SENCO	<ul style="list-style-type: none"> • Progress made towards IEP targets • Provision mapping shows clear steps and progress made

Targets (What do we seek to achieve?)	Strategies (How do seek to implement it?)	Timescale (By when do wish to achieve this?)	Responsibilities (Who will lead and who will do it?)	Success Criteria (How will we measure our successes?)
To promote the involvement of disabled students in classroom discussions/activities to take account of variety of needs and learning styles when teaching.	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <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	HT SENCO Whole school approach	<ul style="list-style-type: none"> • Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. • Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
To evaluate and review the above short- and long-term targets at least annually.	See above	Annually (At least)	SMT SEND Link Governor	All children making good progress.
To deliver findings to the Governing Body.	SEND Governor / SENDCO meetings	Termly	SENCO SEND Governor	Governors fully informed about SEN provision and progress

3. To provide an attractive, accessible school environment that 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.
Accessibility aids for those who are visually impaired	Including signage – use of Braille Changing texture to signal entrances and exits	As the need arises – but should become part of the fabric of the school	Headteacher Governors CSoC	

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.	End 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