



PARK HOUSE PRIMARY SCHOOL ACCESSIBILITY PLAN 2023-2026

Agreed: _____

Chair of Governors

Date: 14th September 2023 Latest review:

Update/Review annually.

Park House Primary School

Accessibility Plan 2023-26

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and with due regard to the SEND Code of Practice May 2015. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and too developing a culture of awareness, tolerance and inclusion.
2. Park House Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.
4. The plan will be updated annually.
5. The accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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 time frame.
6. The action plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three – year plan period in order to inform the development of the new plan for the following period.

7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. The school prospectus will make reference to this accessibility plan and signpost parents to the web-site where it can be found.
9. The plan will be monitored by Ofsted as part of their inspection cycle.
10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
11. Park House Primary School will use the accessibility plan to keep our area of the Local Authorities Local Offer up to date, this will be reviewed at least annually.

12. Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

13. Current Provision:

We are a Victorian building with a Victorian Yard playground and field, which includes – trim trail, climbing frame, field with MUGA, summer house, astro turf cricket strip, fenced reception garden and main playground.

Access to the school playground and main entrance is through the main double gates and pedestrian gate, which are open at the beginning and end of the day whilst parents drop off and collect their child/ren.

There is a ramped entrance through the main reception door, year 1 classroom doors, reception classroom doors, bottom wooden gate door and there are steps from the main entrance corridor area into the hall.

We have 7 classrooms, pupil toilets, male and female staff toilet, hall, computer suite, sensory room/learning zone, children's baking kitchen, school kitchen and offices.

Each classroom (including sensory room and hall) is equipped with blinds, contrasting coloured furniture, doors and doorframes.

Where needed, adjustments are made to which year groups access the largest classroom.

Parking for disabled visitors/parents of pupils with disability at Park House Primary School is limited. If no space on Rupert Street is available then an adjustment in accordance with the DDA; is that with prior consultation with the Headteacher/Governing Body, access to park on the playground of the school could be granted.

An access and audit was carried out by the Headteacher on 26th July 2023 and a number of recommendations made:

Area	Item	Activity	Timescale	Cost	Person	Review
Outdoor Classroom	Replace Summer House	To remove rotten timbers and make safe.	September 2023	£13,000 (joint matched funding from DCC)	SK/ SJ Wilde Construction	
Internal doors	Some internal doors do not have a contrasting colour between door and door frame	To consider changing the colour of the door or frame to a contrasting colour. Gradually work around school (Reception door frames, Year 1 door frames, Reception corridor door frames)	2 year (Dec 2025)	£100	SK/Site team	Aug 23 – Yr2 class to be done as dining area.
Reception Garden	Demarcate the wooden sleepers. Demarcate the edge of the wall between loose	Use hazard tape for edge of sleepers. Paint edge of wall	September 2023	£25	SK/Site Team	

	parts/covered area.	green. Paint raised works on path green				
Replace Blinds	Infant girl's toilet window. Reception corridor. Classrooms: Rec, Yr3 and Yr 5.	Add film to infant girl's toilet window. Replace blinds in Reception corridor, class and in Yr3, Yr5, and Yr 6 classrooms	September 2024	£4000	Bid by VI team – awaiting outcome. Bid by VI team – awaiting outcome. To be paid for using DFC funding.	Quote received from Liberty Blinds in Higham.

An access audit observation was carried out during the heightened times of pupil/staff and visitors movement (start and end of day and playtimes/dinner times). A number of recommendations were made:

Area	Item found	Action	By whom	Timescale	Cost	Completed
Corridor	Transition -Area is too tight for space and currently restricts access	Designated member of staff (MDS) to pick up coats/bags after play/lunch times.	RS/SK	Immediate	Nil	√ On-going
Stairs	Signage -Some children and visitors are unaware as to which side of the school lead to which classrooms	Put signs up by the hall that are in a contrasting colour (words and pictorial)	SK	2 months	Nil	√ On-going
Playground	Playground safety –Playground space is limited and some children feel unsure	To provide a sensory/quiet area within the outdoor space. Pupils with additional needs can access sectioned off Reception Playground when needed.	CE/RS/SK	3 years (Jan 25)	To seek additional funding	

Playground	Playground safety -Balls of a bright colour to be added to resources	Replace outdoor resources to include balls of a bright colour	TW/SK	2 year (Dec 2025)	£200	
Infant toilets	Safety –The heightened use of these toilets throughout the busy times of day caused the floor to become wet/slippy. Children also overuse the toilet paper and towels and these are often found on the floor	Reception staff to monitor use and supervise when necessary. Midday supervisors to clean the toilets after use	Midday supervisors	immediate	Nil	√ On-going

Improving the Curriculum Access

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement	Completed
To ensure that all teachers are compliant with the current code of conduct which stipulates that all teachers are teachers of SEN	An audit of staff SEN skills has been carried out to extend knowledge and to inform training needs. SENCO to take a staff meeting to train staff on the policy	The children’s needs and requirements are met by all staff to ensure the curriculum is accessible to all and that the school is compliant with the current code of conduct	SLT & SENCO	June 2023	Increase access to the curriculum	On-going – training with regards to the policy is annual as it is reviewed annually.
Audit of all pupils current needs and rolling programme and assessment of new pupils	<ul style="list-style-type: none"> • Using current IEPs and provision maps • Pupil passports • Transition paperwork • Teacher assessment on arrival • Speaking to previous settings and outside agencies about pupils’ needs • Outside supporting agencies to advise on any changes needed for pupils with specific needs. 	All children correctly identified to ensure equality of access to learning relevant expertise of outside agencies sought	All staff	June 2025	Increase access to all school activities for all children	On-going – transition meetings in July & September each year.

To increase participation of children with SEN and disabilities in all activities	Review the planning of extra-curricular provision and evaluate effectiveness	School makes anticipatory adjustments to prevent disadvantage and promote equality of opportunities. (SEND Code of Practice 2014 P.93)	PE Co-ordinator and SENCO	June 2024	Increase proportion of children with SEN to access extra-curricular	On-going when chn request to join clubs.
The learning environment is organised to promote the participation and independence of all pupils	Regular learning walks to ensure the environment is suitable for all individuals	Barriers to learning are removed and all pupils participate as fully as possible	All Staff	On-Going	Increased participation of all pupils in all classrooms activities	On-going
Ensure the curriculum can be personalised/differentiated to meet the needs of an individual.	During the Curriculum Review and progress mapping – look at SEN/Accessibility.	Barriers to learning are removed and all pupils participate as fully as possible	All staff	On-going	Increased participation of all pupils in all classrooms activities	On-going

Improving the delivery of written information

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement	Completed
To be able to effectively communicate in a written format	To be aware of the language used, and wherever possible use pictures as an additional description. Paper and Electronic versions available e.g. newsletter on Dojo/Sway.	The school will provide information that is easy reading in an attempt to suit all abilities	SLT/Office	On-going	Ensuring the information sent out is easy reading, where possible to improve inclusion	On-going
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services (e.g. Google translate) for converting written information into alternative formats. Google translate to be placed on school website.	The school will be able to provide written information in different formats when requested for individual purposes	SLT/Office	On-going	Delivery of school information to parents and the local community improved	On-going

Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized material	All school information available for who request it	SLT/SENCO External agencies	On-going	Delivery of school information to pupils and parents with visual difficulties improved	Ongoing
Raise the awareness of adults working at and for the school on the importance of good communication systems	Arrange training – as appropriate for pupil/parental needs.	Awareness of target group raised	SLT	On-going	School is more effective in meeting the needs of pupils	In house training/ coaching on-going