



PARK HOUSE PRIMARY SCHOOL ACCESSIBILITY PLAN 2026-2029

Agreed: _____

Chair of Governors

Date: 2nd July 2026 Latest review:

Update/Review annually.

Park House Primary School
Accessibility Plan 2026-27

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 website 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 2 classroom doors, reception classroom doors, bottom wooden gate door and there are steps from the main entrance area into the hall.

We have 7 classrooms, pupil toilets, male and female staff toilet, hall, computer suite which is being converted in a group room and then hopefully a school

kitchen, 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.

Improve access to the physical environment for pupils with disabilities.

An access and audit was carried out by the Headteacher on 5th January 2026 and a number of recommendations made:

Area	Item	Activity	Timescale	Cost	Person	Review
Main playground	Edges of drain covers, change in ground levels to be clearly marked	Contrasting paint that marks change in ground levels to be re-done as this will fade Metal covers for drains	2 years (Dec 2028)	£50	Headteacher /Site team	Completed drain covers 2018 Look at markings - tbc
Playground	Suitable play frame	To provide a suitable play frame for all needs or repair original and provide a separate piece of equipment	To seek funding 3 years (Dec 2029)	Unknown – possible £10,000	Headteacher	New repair needed to bridge area (Dec 2025)
External doors	Some internal doors do not	To consider changing the	2 year (Dec 2027)	£100	Headteacher/Site team	

	have a contrasting colour between door and door frame	colour of the door or frame to a contrasting colour.				
Accessible toilet cubicle	Toilet large enough for changing pupils/physio	An infant toilet cubicle to be enlarged, sinks relocated to enable a large enough space for an adult to change a child with privacy.	1 year (September 2026)	unknown	PI team	Completed May 2025. Carried over from last plan
Quiet educational space	Create a withdrawal space with pupil workstations	One of the outdoor classrooms to be converted into a withdrawal space with work stations suitable for two pupils and a small selection of continuous provision	December 2025	Utilising resources already in school	Headteacher SENCO	Completed October 2025 Carried over from last plan

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. Change route into school to access playground through the silver gates to relieve congestion in the morning.	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/quite area within the outdoor space. Pupils with additional needs can access sectioned off Reception Playground when needed.	Pastoral/SK	3 years (Jan 22)	To seek additional funding	Completed – Busy Bee's set up in Learning zone but moved to Year 5 classroom in October 2025
Downstairs toilets	Safety –The heightened use of these toilets throughout the busy times of day caused the floor to become wet/slippery. 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	Completed/ Review
Increase access to the curriculum	Ensure curriculum leaders conduct SEND inclusivity audits annually to monitor adaptations within their subject.	Subjects consistently adapted to meet SEND needs.	SLT & SENCO Subject Leaders	Ongoing (review annually)	
	Strengthen use of assistive technology (e.g., text-to-speech, screen readers, adaptive keyboards).	Pupils with SEND access learning using appropriate technology.	SENCO ICT Lead Teachers	By July 2027	
	Continue robust Assess, Plan, Do, Review cycle with professional input as needed.	Barriers to learning addressed promptly; progress measured against outcomes.	All staff	Termly reviews	
	Provide regular staff CPD on autism, ADHD, SEMH and inclusive teaching strategies.	Staff confident in adapting provision for a range of SEND needs.	SENCO Headteacher	Ongoing (review annually)	
	Ensure that all school trips & residential visits are accessible for pupils with learning or physical	School trips & residential visits are accessible for all pupils.	Head Teacher	Ongoing (review annually)	

	disabilities. Alternative trips may be offered to learners with additional needs if appropriate.		Educational Visits Coordinator. Trip leaders. Feedback from pupils		
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Improve the availability of accessible information for pupils and parents

Target	Strategy	Outcome	Responsibility	Time Frame	Completed/ Review
Improve the availability of accessible information for pupils and parents	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	SLT/Office	Ongoing	
	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.	SLT/Office	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	SLT/SENCO External agencies	On-going	
	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.	SLT	Ongoing	