

PARKGATE JUNIOR SCHOOL



Accessibility Plan

Date: Autumn Term 2024

Review Date: Autumn Term 2025

Coordinator: Emma Williams

Person Responsible: Resource Committee/Headteacher

The purpose of this Plan

This plan shows how Parkgate Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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

Contextual Information

Parkgate Junior School is an Edwardian building which is arranged over two floors. The year three classrooms are housed on the ground floor with the year four, five and six classrooms being on the upper floor. The school is positioned between two roads and can be accessed via either road. There is a ramp up to the school's main entrance. The school has one accessible toilet on the ground floor.

At present the school has no wheelchair dependent pupils or members of staff. Adaptions have been made to ensure that parents who are wheelchair dependent are able to participate as fully as possible in school activities.

Current range of known disabilities

The school has children with a range of pupils with disabilities which include moderate and specific learning disabilities. We have a small number of pupils who have medical conditions.

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had not followed the school rules and attendance at a school club might impact on the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation	On-going and as required. Cognition & Learning Advisory Team support as required	SENCO, support from the Speech, language, communication and autism team (SLCN), Autism Education Trust (AET), Cognition & Learning Advisory Team.	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs	On-going and as required.	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use Chromebooks and software to support learning	Make sure Chromebooks are available, where needed	As required	SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Use Evolve for each trip	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Support plan or care plan process when required. Be aware of staff, governors and parents access	As required Induction and on-going if required	SENCO	Support plan or care plan in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met

	needs and meet as appropriate. Consider access needs during recruitment process			Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Maintain flexibility in the layout of the school, to allow access for all pupils or parents/carers to all areas (e.g. if pupil is in Y4-6 – currently upstairs)	Consider needs of disabled pupils, parents/carers or visitors Hold parent consultations downstairs, if required Move year group to ground floor if a child with a disability in Y4-6 needs this.	As required	Head/ Governors/ Site manager/ School Surveyor	Access for all
Improve external and internal environment access for visually impaired people	Renew marking to step edges. Regularly replace broken blinds in classrooms and other spaces.	On-going and as required	SENCO	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure the classroom environment is regularly monitored to support hearing impaired (HI) and visually impaired (VI) children Ensure staff feel confident at meeting the needs of children with a HI/VI.	Seek support from HI and VI advisory teachers where appropriate through termly visits Staff training in VI/VI	Ongoing As required	HI and VI advisory teachers in conjunction with SENCO HT/SENCO	All children have access to the appropriate environment Children with a VI are able to confidently access an adapted curriculum

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

The school will establish the current level of need and is able to respond to changes in the range of need. The school will identify agencies and sources of such materials to amend the provision according to need. The school will access a range of materials and outside agencies as needed.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Where appropriate provide suitably enlarged, clear print for pupils and parents with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	SENCO/ MFL Coordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

Signed:

Date: