

Accessibility Policy

(February 2019)

Park Community School

Document Control Table

Associated documents	<ul style="list-style-type: none">• Risk Assessment policy• Health and Safety policy• Equality & Diversity policy• SEND policy and information report• Supporting Students with Medical Conditions policy
Date approved by Governors	11 March 2019
Date of review	February 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Park Community School's aims is to ensure that everyone can access not only the curriculum, teaching and learning but school clubs and activities, break and lunchtimes, school sports, school policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next phase of education.

The action plan (see section 3 of this policy) is available upon request.

Our school is also committed to ensuring staff are trained in equality issues in line with the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including the implementation of any procedures or policies issued by Hampshire County Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff, community users and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	Continually on going	LHa, SEND Co-ordinator (SENDCO)	Ongoing	<p>All students able to engage in a broad and balanced curriculum.</p> <p>All students make good progress</p>
Improve and maintain access to the physical environment	<p>The school is adapted to the needs of students</p> <ul style="list-style-type: none"> • with flat accesses throughout • lift • wide corridors • Disabled parking bays • Disabled toilets and changing 	Continually on going			All visitors and students are able to access the full school site.

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	<p>facilities</p> <ul style="list-style-type: none"> Library shelves at wheelchair-accessible height <p>Ongoing we need to monitor and update</p> <ul style="list-style-type: none"> Markings Condition of flat surfaces Adhere to any new policy or initiative 				
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations 	Continually on going			All in the school community are able to use this information
To improve staff knowledge and understanding of student disabilities	<p>We have a SEND register with secure access with information regarding student's Individual Education Plans (IEP), looked-after children and other related information.</p> <p>Regular guidance provided to staff.</p> <p>CPD for staff focused on developing knowledge.</p> <p>SMSC Curriculum for students.</p>	<p>Learning support to continue to maintain an inclusion register detailing the individual needs.</p> <p>CPD for SEND related topics to be built into the CPD menu.</p> <p>Regular training for teaching assistants.</p> <p>Good access by staff to the schools network.</p> <p>SENDCO to provide intervention programmes for specific groups.</p> <p>SENDCO to regularly monitor performance of students through the interventions.</p>			Staff able to make adaptations to accommodate students both inside and outside of the classroom.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting students with medical conditions policy

Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 floors in main teaching block and centre of the school.	To access the first and second floor there is a lift. This is regular maintained and checked daily	Facilities Manager (NPr)	3 monthly
	2 floors in the science block	Anyone with accessible needs will be taught in one of the ground floor classrooms. Timetable change required	Assistant Headteacher – Timetable, Exams, Data (PGr)	As and when required
Corridor access	All corridors throughout are wide and flooring is in excellent condition	Regularly checked and maintained in order that they remain in this way	Site Manager (MBi)	Daily
Lifts	1 lift	Regularly checked and services every 3 months	Zurich lift company	3 monthly
Parking bays	2 bays outside the main entrance car park is well lit and flat access throughout	Ensure the markings remain prominent	Facilities Manager (NPr)	Regular monthly check
Entrances	Main entrance has automatic doors	Checked regularly	Site Manager (MBi)	Monthly
Ramps	None			
Toilets	In every area there is a toilet for accessible needs (12 in total)	Checked daily	Site Manager (MBi)	Daily
Reception area	The desk area is at a height for a person in a wheelchair			

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Internal signage	Is throughout designated by HCC			
Emergency escape routes	All clearly marked and lit	Contractor carries out safety check yearly	Facilities Manager (NPr)	Yearly
Grounds	Tarmac and paved areas throughout, all with flat access	To ensure remains well maintained	Site Manager (MBi)	Weekly
Specialist aids	Specialist equipment and aids for accessing the curriculum provision.	To ensure appropriate aids are sourced and supplied	SEN team	Yearly