



# Parklands Community Primary School

Accessibility Policy & Action Plan 2025 - 2028

**Date of Approval :** 18 March 2025

**Review Date :** Autumn 2028

**Reviewed by :** GOVERNORS (Resources Committee)

## **ACCESSIBILITY POLICY AND ACTION PLAN 2021-2024**

### **Pupil Admissions**

Parklands Community Primary School is a West Sussex County Council maintained school whose admissions are operated by the Local Authority. The school is inclusive and also has a Special Support Centre for 16 pupils. We strive to be a fully inclusive and welcoming school.

### **Compliance with the Equality Act 2010**

This Accessibility Plan which clarifies what actions we take in order not to disadvantage disabled members of the community. The School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary, reported on annually and ratified by the Governors and is in accordance with Schedule 10 of The Equality Act 2010.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and has since been replaced by the Equality Act of 2010. The Trustees/Governing Body duties are outlined in Part 6 Chapter 1, schedule 10 of the Equality Act 2010.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the areas outlined in the Equality Act of 2010.

- a) increasing the extent to which disabled pupils can participate in the school curriculum
- b) improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils, who are not disabled

### **Related policies –**

- Equal Opportunities
- Curriculum
- SEND
- Positive Behaviour and Relationships
- Admissions
- Educational Visits and offsite activities
- Staff Selection & Recruitment
- Supporting Pupils with medical conditions at school.

At Parklands Community Primary School we have high expectations of all of our pupils and aim to;

- offer the highest quality of teaching and learning
- support all pupils in the pursuit of academic and personal excellence
- strive to ensure that each and every pupil can take part in the whole School curriculum
- value the diversity of our school community
- appreciate the contribution that pupils with special educational needs (SEND) and/or disabilities bring to school life.
- Increase the extent to which disabled pupils can participate in the school curriculum and extra-curricular activities.
- Improve the provision of information, which is available to other pupils.
- Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of our education and all the associated services.

### **Review of accessibility**

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils and external visitors are able to take advantage of education and associated activities offered by the School. The school has full disabled access and a lift to the first floor for wheelchair users.

### **Action Plan**

The following has been carefully considered by the school's SLT and Governors and is regularly monitored:

- Admissions
- Attainment
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare and pupils with medical conditions at school.
- SEND

**Parklands Community Primary School**  
**Accessibility Plan 2025 - 2028**

This plan should be read alongside the Disability Equality Scheme section in the Equality and Diversity Policy.  
Compliance: Paragraph 3 of schedule 10 – Equality Act 2010 as well as the Disability & Discrimination Act.

**2A Increasing the extent to which disabled pupils can participate in the school curriculum**

<b>TARGET</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>	<b>TIME FRAME</b>	<b>PROGRESS</b>
All pupils will be able to access all areas of the curriculum, including on trips and external visits	Monitor involvement of pupils and pay specific attention to those with any disability. Make appropriate provision to ensure full curriculum access as far as is practicably possible	All pupils, including those with a disability actively part of all curriculum areas with reasonable adaptations where necessary	Re-assess annually or as new pupils start school	March 2025 – all pupils at present accessing all areas of the curriculum, including those with disabilities and are achieving well Evidence – Head Teachers report and Governor Subject visits. A Panel of Governors review discuss and challenge the assessment data for all pupils including those with SEND each term.
All pupils will be able to access all extra-curricular activities should they wish to do so	A range of clubs on offer to all pupils. Reasonable adaptations to be considered if a pupil is having difficulty participating	All pupils, with or without disabilities have full access to any extra-curricular activity	Re-assess annually or as new pupils start school	March 2025 – all pupils at present accessing extra-curricular activities, including those with disabilities and are enjoying the range of opportunities adjustments have been made to support pupils to attend with their parents Evidence – Head Teachers report lists the extracurricular activities and this is discussed at each full Governing Board.
Continue to integrate pupils in the SSC into mainstream classes and whole school activities	Individual plans for each pupil and expert TA support in mainstream classes	All pupils in the SSC, for whom it is appropriate to be accessing on a regular basis at least one area of the mainstream curriculum and whole school activities	On-going. Regular assessment of individual pupil needs	March 2025 – all pupils in the SSC who are able to do so, regularly access mainstream classes and whole school activities. This is reviewed regularly and built into individual plans. Evidence – Governor subject report and class visits

<p>To work with parents and carers to ensure school is well informed about any potential barriers to learning for individual pupils</p>	<p>Proactive approach to encourage parents and carers to share any concerns regarding their child's access or involvement in the curriculum</p>	<p>Parents/carers and staff working closely together to ensure each pupil is able to participate in the school curriculum</p>	<p>Regular review of curriculum plans to ensure accessibility</p>	<p>March 2025 – all staff working hard to communicate effectively with parents/carers Evidence – Parents of children on SEND register have a meeting to discuss their child's needs, learning plan and how to overcome any barriers to leaning. Other meetings held throughout the year either formally (Early Help Plan; or for children with and EHCP) or ad-hoc on request by the parent.</p>
<p>Ensure that the curriculum promotes role models and heroes that pupils can positively identify with, which reflects the schools' diversity in terms of disability, race, gender and ethnicity</p>	<p>Examples: Cross curricular topics to include role models and heroes Visits from Fire Service and Police Jigsaw PSCH resources show diversity, books across the curriculum</p>	<p>Regular review of curriculum plans to ensure accessibility</p>	<p>Regular review of curriculum plans to ensure promotion of role models and heroes</p>	<p>March 2025 policies produced for English, Maths, and Science which include specific details on inclusion. Also policy for broader curriculum. CPD on adapting the curriculum ad scaffolding support.</p>

**2B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>TARGET</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>	<b>TIME FRAME</b>	<b>PROGRESS</b>
Ensure there is access for all pupils, including those with disabilities to the learning environment both internally and externally	Ensure all routes into and around the school are accessible for wheelchair users	Safe access in and around school for wheelchair users	Daily checks by Premises Manager. Termly checks by H&S governor	March 2025 – all areas, including the new building, are accessible to all pupils. Disabled access parking in place. New build includes a sensory room, additional space for “time out” and lift access to first floor. Evidence – Governor visits
	Monitor lunch provision for all pupils with disabilities or medical needs	Specific pupils have 1:1 support at lunchtimes	Daily support with any issues being discussed with SENCo/HT	March 2025 – all pupils with SEND are supported effectively.
	For pupils with eyesight challenges ensure that Interactive Whiteboards are the correct brightness and colour combination	Each class teacher reviews pupil needs and responds to feedback	Daily	March 2025 – all in place, monitoring by SENCo/IT team  Evidence – termly meetings with Local Authority Sensory Support Team to assess if there are any adjustments required to the support the children are receiving.
	For pupils with hearing impairment ensure they are positioned correctly in class to gain full view of the teacher and raise awareness of staff to ensure child is able to communicate	Each class teacher reviews pupil needs and responds to feedback	Daily	
	Should a pupil with significant hearing loss join the school, install a hearing loop system	All pupils with hearing loss to be able to participate effectively with learning	To be reviewed as new pupils join the school	March 2025 - No children currently require this support but provision will be made if required.

Review accessibility of IT including hardware and whiteboards. Train staff on use of new resources	IT is used across the curriculum and when appropriate in homework to enhance pupils' learning	Monitoring by IT team/ SENCo	March 2025 – all pupils with SEND are supported effectively. Evidence – use of symbol keyboards, adaptive word processors and ability to record work
Review access to the hygiene rooms and disabled toilets. Train any staff in how to ensure accessibility to toileting facilities. Seek support from outside agencies where needed	All pupils are able to access appropriate toileting facilities	Daily checks by SENCo. Annual monitoring by outside professionals with new risk assessments written	All pupils currently have access to appropriate toileting and intimate care facilities. Evidence- individual toileting plans, daily practice.
Review emergency response plan to ensure the school is equipped in evacuating pupil's safely. Train staff in the event of an emergency evacuation	The school is fully equipped in aiding pupils to evacuate the building quickly and safely. Staff trained to assist in evacuating pupils	Monitoring by Premises Manager and SENCO	Reviewed annually to ensure the emergency evacuation is effective and operational

## 2C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

TARGET	STRATEGIES	OUTCOME	TIME FRAME	PROGRESS
Ensure that all relevant documents are available in alternative formats	The school will make itself aware of the services available through external providers for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communication in print, large print or through augmentative communication technology, contrasting colours All school information available for all through either hard copy or website Effective delivery of school information to parents/carers and local community	On-going	March 2025 - Communications also sent out via MCAS and Seesaw. Website has translation service available. MCAS also provides service to translate communication.
Ensure that all relevant written material is available in alternative languages	The school will make itself aware of the services available through external providers for converting written information into alternative languages	The school will be able to provide information in different languages when required for individual purposes upon request	On-going	March 2025 - The school works to communicate with parents through family liaisons and with other aids where needed. Website has translation service available. MCAS also provides service to translate communication.
Ensure the school website meets the standards of accessibility	Audit website and make changes where reasonably practicable	School website is fully accessible	On-going	March 2025 – New Website September 2023. Website updated regularly; feedback through parent questionnaire Evidence: Parent Voice