



Parkside Academy
An Outstanding School

Accessibility Policy

June 2018

Review – June 2020

Parkside Academy is part of
Advance Learning Partnership Multi Academy Trust

ACCESSIBILITY PLAN

The Advanced Learning Partnership is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. As a school, we are likewise committed to challenging negative attitudes to disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We actively seek to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability. This Plan operates alongside the school's SEN policy, is consistent with it in terms of principles, and approaches to resourcing.

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure that the Advanced Learning Partnership does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

The school will actively seek to improve access to services in the ways set out below. The plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

- Ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and disabilities and that target setting is effective and appropriate for these pupils.
- Make available the written material usually provided to all pupils, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds as far as is practicable to meet the needs of pupils currently on roll and prospective pupils.
- To establish a culture of mutual trust and respect between all members of the Parkside community.
- To build a community that respects the celebration of achievement at all levels.

Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All pupils are given the opportunity to participate in a range of in class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with Social/interaction impairments, after-school clubs for pupils with physical impairments, school and trips for pupils with medical needs; however, adjustments are made to allow participation where practicable.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Information

As the majority of information is directed home via pupils, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to us, in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.

Parkside Academy

Access Audit

Parkside Academy comprises of a two storey main building with several access points from outside. A three-storey science block, a one storey science, technology and PE block. All of the doors leading into the building are secured for safeguarding purposes, with some access points to reception there is also access to a disabled toilet within the main school block. The main school hall is on the ground floor of the school and is accessible to wheelchair user's. The first and the three-storey science block is inaccessible to wheelchair users. At Parkside Academy there is on-site car parking for staff and visitors which includes a dedicated disabled parking bay. In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

<u>Aim 1 To increase the extent to which SEND pupils can participate in the school curriculum.</u>			
Targets	Strategies	Timescales	Staff responsible
To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) To identify pupils who may need additional to or different from provision	Upon transition.	SENCO Year Leaders Transition lead.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Annual review of policy.	SENCO
To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families.	Ongoing	SENCO Year Leaders
Targets	Strategies	Timescales	Staff responsible
To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	SENCO Year Leaders All staff Outside agencies

To ensure full access to the curriculum for all pupils	Seek advice from specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered if practicable. • Access to additional intervention through the connect programmes. • HLTA and support assistance are fully trained to support different levels of need. • Use of ICT equipment • Access to additional practical aids • Access to alternative assessment arrangements • Access to school counselling if required 	Ongoing	SENCO Year Leaders All staff Outside agencies
To finely review attainment of all SEN pupils	Regular data analysis to identify any underperformance.	½ termly.	SENCO Middle Leaders Class teachers
To deliver findings to the Governing Body	Accessibility plan review by governors.	Termly meetings with SEND governor.	SENCO SEND governor.

Aim 2 : To improve the physical environment of the school

Targets	Strategies	Timescales	Staff responsible
Improve the physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT
Ensuring all with a disability are able to access the whole school environment.	Create access plans for individual pupils as required and risk assessments.	Ongoing	SENCO All staff

Aim 3: To improve the delivery of information to SEND pupils and parents.

Targets	Strategies	Timescales	Staff responsible
Ensure access to information for parents, staff and visitors	Communicate with parents in a format that is appropriate for them. Regular communication with parents	Ongoing	SENCO
To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc, Auditing signage around the school to ensure that is accessible	Ongoing	SENCO Site manger
Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established	Whole school approach
To review children's records ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Updates provided when required.	SENCO Outside agencies Support staff
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	SENCO
Ensure parents are involved in key decision-making.	Provide disabled parking spaces for disabled to drop off & collect children.	Established	All Staff.