

**Parklands High School
June 2016 – June 2019**

Accessibility Policy



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Statement of intent

Parklands High School – An Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with other school policies and procedures e.g.:

- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policies
- SEF/School Improvement Plan

*This is not an exhaustive list

2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher will create an Accessibility Plan with the intention of improving the school's accessibility and will monitor the effectiveness of the Accessibility Plan.
- 3.3. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.4. The headteacher/SENCO will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.5. During a new pupil's induction at Parklands High School the SENCO will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.6. The SENCO is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.7. The headteacher, governing body and strategic leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.8. The special educational needs and disabilities coordinator (SENCO) will work closely with the headteacher to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.9. All staff members and governors will be made aware equality issues with reference to the Equality Act 2010.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's other policies (see 1.3).
- 4.2. The Accessibility Plan will be presented as either a freestanding document.
- 4.3. Parklands' Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer

4.5. The intention is to provide a projected plan for a 3 year period

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. The Accessibility Plan will be published on the school website.

4.10. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

5.1. Parklands strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. Parklands is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

5.6. Parklands will ensure that extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. Parklands will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. Parklands will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of pupil with EHCPs, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. Parklands is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. Parklands aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The Curriculum Leader for each subject and the SENCO will work together with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- 7.10. Specialist resources are available for pupils with visual impairments.
- 7.11. Learning support assistants are deployed to implement programmes.

8. Physical environment

- 8.1. Parklands is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. The school has toilet facilities suitable for people with disabilities.

9. Monitoring and review

- 9.1. This policy will be reviewed when new legislation/guidance concerning equality and disability is published.
- 9.2. The headteacher will review the policy in collaboration with the SENCO's support.

Appendix A – Accessibility Plan Template

Parklands High School is committed to removing barriers to pupil access both physical and learning.

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

The Governors recognise the duties placed upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings recognising its limitations so that there is increased access for disabled persons
- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Previous adaptations made to the school:

- Ramp to Drama/Upper E Wing
- Unisex disabled toilet in Reception
- Disabled toilet and washroom on upper floor
- Electronic whiteboards in teaching rooms and touch screen in LRC – it is recognised that children with learning difficulties and sight problems find it easier to learn when an electronic whiteboard is used
- Training of staff i.e. first aid, diabetes, epilepsy etc
- Provision of a disabled parking bay

Curriculum

Target	Action	Outcome	Timescale	Success criteria	Monitoring/ Review
Improve acoustic conditions in the assembly hall and teaching rooms on a rolling programme	Seek advice from Specialist Agencies & County and LEA advisory team	Improved acoustic conditions	Sept. 2019	Increased accessibility to school and lessons. Increased inclusion of deaf students	Ongoing

Develop a personalised curriculum for vulnerable students (SEN, FSM, LAC)	Review current curriculum pathways and provision	Curriculum matches pupil needs	Sept. 2019	Students develop independence and make good progress. Students receive full curriculum entitlement	Ongoing
Appoint a team of non teaching pastoral support workers to support and monitor the academic progress and health and well being of vulnerable pupils	Redefine an existing space as a pupil support centre	Students have access to trained staff and a designated area	Sept. 2016	Students are happy at school and leave with the skills to access higher education/work	Ongoing
Ensure staff trained in dealing with health related conditions (diabetes, medical conditions), behaviour & cognitive issues	Address training issues	Situations dealt with effectively. More highly trained staff	Sept. 2019	Pupils feel safe and supported	Ongoing
Redefine role of the SENCO and inclusion team	Additional appointments Address training issues	Improved support for vulnerable pupils	Sept. 2016	Personalise support for pupils with SEN	Ongoing
Ensure SOW and resources match needs	Audit	Needs of SEN pupils addressed	Sept. 2016	Improved attainment & progress of SEN pupils	Ongoing

Physical environment

Target	Action	Outcome	Timescale	Success criteria	Monitoring
Ensure main entrance to concourse is replaced by electronic doors	Doors replaced	Disabled visitors are able to enter school unaided	Sept. 2016	Disabled visitors feel treated equally	Completed
Replace corridor doors with doors that are suitable to wheelchair users	Doors replaced on a rolling programme	Disabled visitors are able to move about school freely	Sept. 2019	Disabled pupils able to move between lessons unaccompanied	Ongoing
Investigate the installation	Consult LEA.	Wheelchair users able to	Sept. 2019	No area of school	Ongoing

of a lift for lowest floor	Engineering costs and planning issues	access all levels		inaccessible to disabled visitors	
School buildings fit for SEN pupils	Audit of suitability Consult LEA Identify funding sources	Buildings do not exclude SEN pupils	Sept. 2019	Pupil population includes full range including SEN	Ongoing
Provision of laptops to be used by those with disabilities	Cost & feasibility study	Improved access	Sept. 2016	Good progress made by pupils	Ongoing
Where entrances to the school are not entirely flat, a ramp is supplied for access	Cost & feasibility study	Improved access	Sept. 2019	Increased accessibility	Ongoing
The corridor, flooring & lighting is designed to support those who are visually impaired	Cost & feasibility study	Improved environment	Sept. 2019	Increased accessibility	Ongoing

Information

Target	Action	Outcome	Timescale	Success criteria	Monitoring
Make written material/communication available to parents in alternative formats	Seek advice/guidance Questionnaire to stakeholders	Range of information identified and revised	Sept. 2019	Increased involvement in school Delivery of information improved	Ongoing
Improved signage	Audit	New and more signage	Sept. 2016	Signage is informative and accessible	Ongoing