



Parkview Primary School
Accessibility Plan September 2024
Reviewed every 3 years

Parkview recognises its duty:

- To not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- To not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our action plan below shows our commitment to ensuring that all children can access our curriculum.

Improving Access to the Curriculum				
Target	Action	Lead responsible and key personnel	Resources/Costing	Performance indicators
Continue to develop our pupil's knowledge of the variety of disabilities (including hidden disabilities) and to continue develop positive attitudes towards these.	-Ensure assemblies have a regular theme of disabilities -Ensure this is embedded in R-Time and PSHE sessions -Attendance to our assemblies by successful disabled people	-SLT -Class Teachers -Local disabled sportsmen and women -Successful disabled people	-Assembly sessions -Weekly R-time sessions -Weekly PSHE sessions	Monitoring shows that pupils are sympathetic towards a variety of disabilities and understand them fully. Pupils understand how to support peers with disabilities. Our disabled pupils are aspirational.
Develop staff knowledge of a variety of disabilities (including hidden disabilities) so they are best	-Use SENDCo to deliver training sessions to address misconceptions/gaps in knowledge.	-SLT -SENDCo	-Staff training sessions led by SENDCo and LA representatives where appropriate.	Staff are fully equipped to confidently differentiate the curriculum appropriately so all children can access it effectively.

equipped to differentiate the curriculum accordingly.	-Contact specialist teachers and seek advice of the LA where appropriate.			Expertise are consulted for advice and the best practice is shared.
Improving the Physical Environment				
Target	Action	Lead responsible and key personnel	Resources/Costing	Performance indicators
Review regularly, and at least annually, the physical environment to ensure there are no physical barriers to children's learning.	-Learning walks always have an element on considering this. -Ensure any barriers are addressed swiftly and effectively. -Evaluated in conjunction with the annual Health and Safety Audit	-SLT -Site Manager	-Learning walk conducted and findings communicated with staff -Physical changes must be accounted for in the budget when these occur	There are minimal barriers to learning in our physical environment. When these are identified, they are swiftly tackled and addressed.
Ensure that all after school provision is accessible for all children including those with hidden disabilities.	-Continually analyse the children attending before and after school provision to ensure we have all children accessing these clubs -Use this information to ensure our disabled children are attending these clubs.	-SLT -PE leader	-Time to analyse the numbers of children attending the clubs -Address reasons why our disabled pupils are not attending these clubs.	Disabled children access this provision as much as other pupils.
Improving the Delivery of Written Information				
Target	Action	Lead responsible and key personnel	Resources/Costing	Performance indicators
To ensure that any parental information is available to parents in different formats e.g. large print.	-Upload information delivered in assemblies, parent workshops etc to our website or send to families via our emailing system -If any parents require or request information in a different format, ensure this is available and relevant support in gaining this, is accessible.	-Head Teacher -Subject leaders -Admin assistant	-Use of emailing system and website software	-All parents have access to information which helps them to support their child at home with learning
Make sure that notice and display boards are on an appropriate level for wheelchair users to access.	-Analysis of current display boards to ensure these are at a correct height for wheelchair users	-Head Teacher -Class Teachers	-Time to conduct learning walk and analysis of boards in school	Displays and information is easily accessible for all adults and children in school.