

Parkview Primary School
Accessibility Plan September 2024



It is our intention to remove, as far as we can, the barriers which make it hard for children and adults with a disability and additional needs to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

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 and wider offer.

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 Special Educational Needs and Disabilities (including hidden disabilities) and to continue develop positive attitudes towards these and our inclusive approach at our school.	<ul style="list-style-type: none"> -Ensure assemblies have a regular theme of SEND in its spine to raise awareness, celebrate difference and promote inclusion and success. -Annual schedule of enrichment opportunities are revisited and evaluated termly to ensure these are covered. 	<ul style="list-style-type: none"> -SLT -Class Teachers 	<ul style="list-style-type: none"> -Assembly sessions R-time -Weekly sessions -Weekly sessions PSHE 	<ul style="list-style-type: none"> Monitoring shows that pupils have a good understanding of difference in society. They have an awareness of different SENDs and how to support peers with disabilities. We have high expectations of our SEND pupils.

	<p>-Ensure this is embedded in R-Time and PSHE sessions, using the PSHE Matters scheme to support.</p> <p>-Improve parental/pupil information regarding disabilities and SEND on our website and in newsletters and weekly bulletins.</p>			
Continue to train teaching staff to support children with SEND further so they are best equipped to differentiate the curriculum accordingly and further refine quality first teaching.	<p>-Autism Advocate to deliver wave 2 training sessions for all teaching staff.</p> <p>-Dyslexia friendly refresher delivered annually.</p> <p>-Monitoring schedule focus on quality first teaching and SEND provision.</p> <p>-St Giles outreach work will be utilised to support our high needs provision.</p>	<p>-SLT</p> <p>-SENDCo</p> <p>-St Giles special school</p>	<p>-Staff training sessions led by SENDCo and LA representatives where appropriate.</p> <p>-Visit for outreach work.</p>	<p>Staff are fully equipped to confidently differentiate the curriculum appropriately so all children can access it effectively.</p> <p>Expertise are consulted for advice and the best practice is shared.</p>
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.	<p>-Learning walks always have an element on considering this.</p> <p>-Ensure any barriers are addressed swiftly and effectively.</p> <p>-Evaluated in conjunction with the annual Health and Safety Audit.</p>	<p>-SLT</p> <p>-SENDCo</p>	<p>-Learning walk conducted and findings communicated with staff</p> <p>-Physical changes must be accounted</p>	<p>There are minimal barriers to learning in our physical environment. When these are identified, they are swiftly tackled and addressed.</p> <p>All children can access the building and there is</p>

	-Monitoring schedule includes this as a theme.		for in the budget when these occur	no negative impact on learning.
Ensure that all after school provision is accessible for all children, including those SEND.	-Continually analyse the children attending before and after school provision to ensure we have all children accessing these clubs -All clubs can be accessed by all children. -Use this information to ensure our disabled children are attending these clubs.	-SLT -PE leader	-Analysis of the numbers of children attending the clubs -Address reasons why our disabled pupils are not attending these clubs.	The gap between SEND children and non-SEND children accessing this provision narrows.

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 where necessary, different languages etc.	-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 accessible for all e.g. on an appropriate level for wheel chair users to access if necessary, including translations etc.	-Analysis of current display boards to ensure these are at a correct height for wheelchair users -Monitor EAL numbers in school and amend where necessary.	-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.

