Park Gate Primary School

Accessibility Policy

Approved By:	**Governing Board**
Date Approved:	**November 2024**
Next Review Date:	**November 2027**
Review Frequency:	**Every 3 years**
Status:	**Approved**
Last Updated:	**November 2024**

Accessibility Plan

Introduction
This plan is drawn up in accordance with the Equality Act 2010: Schedule 10, Paragraph 3.

This plan aims to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to enable disabled pupils take advantage of education, benefits, facilities and services provided; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Principles
Compliance with the Equality Act 2010 is consistent with the school's aims and where appropriate, the operation of the school's SEND policy. The school recognises its duty

- not to discriminate against disabled pupils in admissions and exclusions and provision of education and associated services
- not to treat disabled pupils less favourably
- to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

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. It endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.

Education and related activities
The school will continue to seek and follow advice of the Local Authority and the local National Health Trusts.

Physical Environment
The school will take account of 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Parents are actively encouraged to come into school and discuss any concerns in relation to accessibility, as explained in the school's prospectus.

Action Plan 2006

1. Improve availability of written material in alternative forms, taking advice from local and county services.
2. Improve working environment for members of the school community with visual impairment during re-decoration programme.
3. Disabled parking spaces to be marked.
4. Maintain and update disabled toilet facilities
5. Audit all facilities annually in health and safety review.

Outcomes – May 2008

Individual circumstances taken into account in presenting written material. Families known to school supported as appropriate. Further alternative forms never requested to date.
Re-decoration programme planned for summer 2008.
Discussion with LA about marking of disabled parking bay following widening of area immediately adjacent to main entrance. Work hopefully to be carried out during 2008.
Semi-ambulant cubicles available in all children's toilets. Disabled toilet to be replaced during major building work in 2008-2009 with new room including all current specifications.
All H&S risk assessments now maintained by caretaker and regular H&S reviews taking place.

Action Plan 2008

- Ensure disabled parking space is marked by completion of new building work.
- Review emergency evacuation procedures to ensure these meet all needs.
- Work with LA through DDA advisory service during summer 2008 to ensure all legal requirements are met, including completion of self-audit tool.

Outcomes – May 2012

- Disabled parking space now in place.
- Emergency evacuation plans in place for individual children who require additional assistance. Emergency evacuation plan reviewed to include this.
- School now registered as fully accessible due to completion of disabled toilet.
- H&S audit outcome – 99%.

Action Plan 2012

- Investigate cost of automatic opening front door.

Outcomes – October 2015

- Automatic opening front door in place. Parents of children with access requirements have

fobs to allow easy access from outside.

Action Plan 2015

- Consultation with Local Authority to investigate possibility of second fully accessible toilet to ensure pupils are not waiting to use the facility for unreasonable periods of time.
- Explore possibility of second disabled parking bay for use during school drop-off and pick-up times.

Outcomes – October 2018

- Second fully accessible toilet in place.
- Parking available on site for 3 cars in separate disabled parking area.

Action Plan - October 2018

- Improve nurture facilities in Inclusion Room to provide a safe, accessible and welcoming area for pupils.
- Improve access to disabled parking area and entrance into the playground through new signage and road markings.

Outcomes – June 2021

- Nurture facilities improved in the Inclusion room with wall paintings and soft furnishings.
- Disabled parking signage in place.

Action Plan – June 2021

The school has been accessible for a number of years to all pupils wishing to attend, including a number with a range of mobility requirements. The school is also highly regarded for its SEND provision.

In view of this no new actions are currently identified. The school will, however, continue to monitor the needs of pupils, and any new developments or best practice that might improve facilities or arrangements for pupils, or future pupils with particular needs. Relevant actions or improvements will be implemented as required within the School Strategic Plan.

Action Plan – 2024

The school continues to be an inclusive environment for all.

Outcomes - 2024

- Any child who needs special seating to enable them to be seated comfortably in the classroom and join peers in the dining hall, have an appropriate adapted seat. Suitability of seating is assessed by the Specialist Teacher Advisory Service.

Reviewed and amended:	November 2024
Approved by WGB:	November 2024
Review:	November 2027