

The Parkside School

Accessibility Plan



Approved by: Steve Hobbs
Chair of Governors

Date: 09 January 2019

Signed:

A handwritten signature in black ink, appearing to read 'Steve Hobbs', written over a light grey background.

Next review due 09 January 2022
by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Parkside School strives to allow each pupil to reach their potential, despite any challenge they may face.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>At the core of each child's education are the outcomes on their ECHP.</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We have sound field systems in all classrooms and use signalong.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Curriculum Map is produced in two different formats – whole school and more visual individual Class Maps. These are sent home as paper copies and are available on our website http://www.parkside.norfolk.sch.uk/school/curriculum/ and <a 371="" 433="" 547"="" 881="" href="http://www.parkside.norfolk.sch.uk/class-</p> </td> <td data-bbox="> <p>Train all new staff in signalong</p> <p>Train all new staff in the use of widget</p> <p>Ensure pupil's personalised learning to ensure progress</p> </p>	<p>Signalong tutor to hold training annually</p> <p>SALT staff to train all staff annually</p> <p>Solar used to track IEP outcomes in line with annual reviews of ECHPs</p>	<p>VS/PA</p> <p>NS</p> <p>SLT</p>		<p>ALL STAFF USE SIGNALONG TO SUPPORT PUPILS</p> <p>VISIAL AIDS USED ACROSS THE SCHOOL</p> <p>TARGETS ATRE RELEVANT, UP TO DATE AND SUPPORTIVE OF IN DIVIDUAL PROGRESS.</p>	

<p>Improve and maintain access to the physical environment</p>	<p><u>information/</u> for class maps for current term.</p> <p>School Governor, Site Management Staff, School Business Manager and Senior Leaders appraise the site regularly. This informs site development in regards to accessibility and Health & Safety. Staff have had particular regard to the following on the site:</p> <ul style="list-style-type: none"> ▪ Ramps ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets and changing facilities ▪ Library shelves at wheelchair-accessible height 	<p>Schools aim is to have a site accessible to all pupils and staff.</p> <p>Installed for access</p> <p>Not applicable</p> <p>2 meters plus X2</p> <p>Open Door disabled facilities. Main school has seven disabled toilets</p> <p>Library is disable accessible and structured to fully integrate disabled pupils</p>	<p>Site walk completed</p>	<p>School Business Manager and Site Manager</p>	<p>8 February 2019</p>	<p>School is fully compliant in supporting pupils, staff and visitors to site with physical disabilities.</p> <p>School is on ground level. Access from the road is by large pedestrian gates, zone parking for disabled badge holders, wide parking bays and dropped curb access.</p> <p>Remote front doors with disabled push button operation, wide automatic sliding internal door, wide corridors with level access to all rooms.</p> <p>Specific ramps for access to outside</p>
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<p>Improve the delivery of information to pupils with a disability</p>						<p>buildings. Outside classrooms have level access to all rooms. School Hall Building has level access entrance. Side doors all open for quick fire evacuation procedures.</p>
	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Sign language • Soundfield systems 	<p>School signage is in place.</p>	<p>To check the internal and external signs are in the correct places. Check with ICT Sound systems in classrooms are fully operational</p>	<p>School Business Manager and Site Manager School Business Manager, Site Manager and IT Technician</p>	<p>15 February 2019</p>	<p>All signage in school is in place and correct by Easter 2019. All Wigit signage is up to date and in place.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equal Opportunities Policy
- Teaching and Learning Policy
- SEN Report (<http://www.parkside.norfolk.sch.uk/parents/parkside-offer/>)
- General Risk Assessments
- Health and Safety Policy (*Not on our website*)
- Disability Equality Scheme Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Single storey ground level	Fully compliant – N/A		
Corridor access	Level and 2 meter plus width	Checked regularly to ensure corridors are kept clear and access is available at all times	Site Manager	Ongoing weekly checks
Lifts	Not applicable			
Parking bays	2 disabled parking bays at the front of school, seven bus bays and far end of school staff parking		Site Manager	Regular site checks to ensure markings in place and access kept free
Entrances	Ground level DDA compliant access at front of school via College Road entrance	Doors, pathways, gates regularly maintained for health and safety	Site Manager	Ongoing maintenance contracts in place
Ramps	Two ramps	Bad weather checks to ensure ramps are functional	Site Manager	Daily on site

			and kept in good condition.		checks weather depending
Toilets	Seven disabled toilets throughout school in various locations for easy access	Clean team maintain the hygiene and keep areas clean, reporting any issues to Site Manager		Site Manager with support of cleaning team	Ongoing maintenance and daily checks
Reception area	Ground floor access with DDA compliant doors, front reception desk is wheel chair friendly. Wide reception waiting area with disabled toilet facilities and filter water station.	Reception cleaned daily, plus toilet. Sliding and DDA doors checked regularly and maintained/serviced		Site Manager with support of cleaning team	Daily checks
Internal signage	All rooms are numbered, labelled with disabled friendly signage, including braille, wiggit signage.	Staff member updates Wiggit notices. School Business Manager and Site Manager include checking of signs on their regular site walks.		School Business Manager and Site Manager	Periodic checks
Emergency escape routes	All rooms are retro fitted with evacuation plan, site map and fire evacuation procedures. All exits are kept clear and free of debris	Site Manager and School Business Manager regularly check rooms to ensure egress in the event of an emergency has not been compromised. Fire Evacuation drills held each term		School Business Manager and Site Manager	As part of weekly checks and termly fire evacuation drills

