



Accessibility Plan

At The Parkland Federation, we strive for excellence in all that we do while promoting optimum health, happiness and wellbeing within our school community. Learning is exciting, inclusive, dynamic and challenging. The highest standards of behaviour are promoted at all times. Here, the children are supported to succeed through taking risks and learning from mistakes. Pupils are prepared to become responsible, informed, respectful and creative global citizens who will contribute with insight, understanding, and compassion to the diverse and rapidly changing world they live in. (*School Vision Statement*).

Approval Date	Policy Reviewer	Title	Chair of Governors
02.12.24	Ms Sally Simpson & Miss Alex Carroll	Headteacher Assistant Headteacher	Jolly Pett

THE PARKLAND FEDERATION

Accessibility Plan

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The Parkland Federation plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:
 - ★ Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - ★ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - ★ Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

THE PARKLAND FEDERATION Accessibility Plan

4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The audit will need to be revisited annually in order to update the plan for the following period.
5. The School's complaints procedure covers the Accessibility Plan.

To help draw-up an Accessibility Plan, the following is carried out:

- ★ An audit of the accessibility of the building. This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority. Support in carrying out an audit is also available from the Index for Inclusion (CSIE) www.inclusion.org.uk or Inclusion Quality Mark www.publicsectormatters.com
- ★ Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality. Support, advice and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education).
- ★ The school is aware of the access needs of disabled children, staff and parents/carers. The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers. Surveys for all stakeholders should help to inform this plan.

Improving Access to the Physical Environment					
Targets	Actions	Cost	Timescale	Responsible Person	Outcomes
To ensure that children and adults with physical difficulties have appropriate access to the site	Regular H&S premises checks to ensure that disabled access is available.	£1000	Bi Termly	Health & Safety Officer	Disabled visitors are able to identify disabled spaces and park safely.

THE PARKLAND FEDERATION

Accessibility Plan

	Ensure that at least one disabled parking space is identified near to the entrance of both schools and carries appropriate signage. Ensure that the lift is in good working order. Ensure ramps are accessible at entrance and exit of site				Disabled visitors can access the site. Lift at Junior School always available to be used.
Ensure that all disabled children and staff can be evacuated safely	Put in place Personal Emergency Evacuation Plans for children and adults who need them including children and adults who may need help temporarily.	N/A - SENCO time	As needed: reviewed every other term	Health & Safety Officer and SENCO	All children or adults with a PEEP are able to evacuate safely.
Refresh signage and lighting for visually impaired (VI) people.	Refresh yellow paint strips on all external steps when needed	£500	As needed	Site Manager Sensory Needs Service	Visually impaired people feel safe around the site. Access around the site improved for all.
To ensure the environment is free from hazards	Ensure that classrooms and shared areas have furniture arranged safely.	N/A	Ongoing	Teachers, LSAs and Health & Safety Officer	Access to classrooms and shared areas accessible.
To provide a welcoming environment for disabled visitors.	Ensure that reception areas are uncluttered and have room for wheelchair access. Ensure that access to disabled toilets is always clear.	N/A	Ongoing	Office Staff & Health & Safety Officer	Clear access to reception areas

THE PARKLAND FEDERATION Accessibility Plan

To ensure all entrances are accessible to wheelchair users	To purchase a doorline multi ramp	£500	Ongoing	Site Manager	Clear access to all areas of the school.
To re service both site entrance roads to avoid uneven surfaces and pot holes for visitors, staff and pupils who require wheelchair access	To gain quotes for resurfacing Place a capital bid for resurfacing of access roads	£60,000	By September 2025	Site Manager	Easy access to the school site is enjoyed by all

Improving Access to the Curriculum

Targets	Actions	Cost	Timescale	Responsibility	Outcomes
To ensure new staff are trained on the restorative practices and therapeutic approach to improve behaviour and resilience	Training for new members of staff.	N/A SLT Time	Ongoing	HT, AHTs	New staff understand how restorative practices and therapeutic thinking can support positive behaviour
Children have access to an equitable curriculum.	Staff to work with the SENCo to ensure that reasonable adjustments are made so that all pupils can access the curriculum and make good progress.	N/A - SENCO time	Ongoing	Teachers & SENCO, EP hours	Pupil voice will show that pupils feel supported and challenged Assessment data will show that all pupils make good progress from starting points.

THE PARKLAND FEDERATION

Accessibility Plan

	Ensure that all pupils have access to an engaging and relevant curriculum.	Curriculum budget	Ongoing	HT, SENCO Senior and Middle Leaders.	Pupil voice will show enthusiasm for the curriculum. Standards will be at least in line with national averages in all subjects.
To meet the differing needs of all children	Ensure that class smartboards have backgrounds set to buff. Presentations have coloured backgrounds. Ensure that adequate stock of buff A4 paper is available. Not all children require buff so a range of colours are available and with exercise books. Make full use of adaptive and supportive technologies to enable pupils with particular needs develop and apply their skills	£500 Annually Ipads/chrome books for classes and specific pupil use	Ongoing	IT Team, SLT, Teachers	Children at risk of underachievement due to SEN can access the curriculum and show clear evidence of progress.
	All staff to engage in appropriate CPD opportunities to ensure they have up-to-date skills and information to support the pupils they work with. (ASD, Evacu Chair, Diabetes, Visual Impairment, OT etc)	CPD budget	Ongoing		CPD records will show all staff are continuously striving to further develop their practice.

THE PARKLAND FEDERATION

Accessibility Plan

To improve access to the curriculum for pupils at risk of Dyslexia	Purchase a range of acetate coloured slides, tinted paper, buff workbooks and a range of writing tools. Continue with dyslexia friendly approaches	£500	Ongoing	SENDCO	Pupil provision ensures that pupils can access the curriculum and resources have impact.
Improving Access to Information					
Targets	Actions	Cost	Timescale	Responsibility	Outcomes
To ensure consistency when presenting key information to pupils	Visual timetables to be in place in all classrooms for the whole class and individual children where needed. Widgit Online to be used to support children's understanding Makaton to be taught in all year groups to support communication	£100	Ongoing, daily	SENCO	All pupils can have a clear picture of expectations in learning
To ensure families have access to an interpreter when English is limited so that they can access events such as parent consultations, parent meetings etc	Termly updates of our EAL register so that parents are identified Interpreters to be booked ahead of events where needed	£1000	Ongoing	Senior Leadership Team	All parents have access to school information

THE PARKLAND FEDERATION
Accessibility Plan

	Website to be translatable into multiple languages				
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