Parkfield Community School's

Policy for Accessibility and Disability

Rights Respecting Schools' Article/s
A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. A29: Education must develop every child's personality, talent and abilities to the full.

Accessibility and Disability Policy

Introduction

We believe that this Accessibility and Disability Policy is compliant 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.

Definition of Disability

In the Equality Act 2010, a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

We recognise:

Our duty under the Equality Act 2010 means that we must not treat a disabled person unfavourably.

Such treatment could amount to:

- direct discrimination;
- indirect discrimination;
- discrimination arising from a disability.
- harassment.

Direct discrimination

We must not treat a disabled person less favourably simply because of their disability. For instance, we cannot refuse admission to disabled applicants because they are disabled.

Indirect discrimination

We must not do something for all pupils which would have a negative effect on disabled pupils. For example, only providing letters or homework in one format, which may not be accessible for disabled pupils.

Discrimination arising from a disability

We must not discriminate against a person because of something that is a consequence of their disability. For example, we can not stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment

We must not harass pupils because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

Making adjustments

We must also make ‘reasonable adjustments’ to ensure that disabled students, staff and visitors are not discriminated against.

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage;
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

The provisions relating to disability discrimination therefore, are different in that we may treat a disabled person more favourably than a person who is not disabled. We may have to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can.

Making reasonable adjustments could include:

- changes to practices or procedures;
- changes to physical features;
- changes to how learners are assessed;
- providing extra support and aids (such as specialist teachers or equipment).

Schools are not expected to change their premises. They are however, expected to make long-term plans for improving access to their buildings through their planning duties.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Parkfield Community School for pupils, and prospective pupils, with a disability.

Parkfield Community School is housed in a former secondary school/college and has three levels and ten sets of steps/flights of stairs. The ground floor has three sets of steps in between foundation classes and the front office. Major building works would be required before the building could successfully meet the needs of pupils/staff and visitors in wheelchairs or those with severe mobility problems.

Principles

- Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

- The school recognises its duty:
  - not to discriminate against pupils in the admission and exclusions, and provision of education and associated services;
  - not to treat pupils who are disabled, less favourably for a reason related to their disability;
  - to take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage.

- The school recognises and values parents' knowledge of their child's disability and its effects 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; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges;
  - Responding to pupils' diverse learning needs;
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Training and advice

The school will continue to seek and follow the advice of specialist teacher advisers and SEND inspectors, and of appropriate health professionals from the local NHS Trusts. Teachers and teaching assistants will have the necessary training to teach and support pupils who are disabled as the need arises.

Physical environment

The school will take account of the needs of pupils 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.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Parkfield Community School will address the priorities identified in the plan.

Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Timescale	Success Criteria
All staff to be fully aware of all disabilities/medical conditions and be confident in delivering the curriculum irrespective of a pupil's ability	Ongoing Continuing Professional Development Pupil Passports and Care Plans created for individuals according to need. To ensure all staff aware of pupil needs / medical conditions.	Ongoing	Appropriate staff will receive relevant training to support their role Staff knowledge of specific disabilities/medical conditions and raised confidence All pupils will be able to fully access the curriculum
To monitor and analyse the achievements of all vulnerable groups and act on any trends/patterns that may need additional support for pupils.	SLT regularly (termly) review the data and ensure, through pupil progress meetings, that pupils receive the extra support they require.	Ongoing	Vulnerable groups make progress
To ensure that all learning environments are well adapted to suit the needs of the pupils	Purchasing policy that raises awareness of the diverse needs of the school community All learning environments have appropriate resources displayed and available for children to access independently The school purchasing will reflect the needs of all stakeholders	Ongoing	The appropriate and relevant resources are available to support every child's needs

To ensure that all pupils participate in school events/trips.	Venues that are fully accessible for all are chosen for school trips. Appropriate risk assessments for school trips are completed. Pupils are provided with appropriate support in order to fully participate.	Ongoing	Pupils are able to fully participate in school life.
Continued learning opportunities through the creative curriculum	A wide range of Visual Auditory Kinaesthetic resources to stimulate	Ongoing	The curriculum is adapted and well accessed by all pupils
	and develop children's skills Adapted learning environment Purchasing of resources		Curriculum evaluated and reviewed to ensure equal access Staff will devise and deliver a curriculum that is creative & accessible

Improving the physical environment of the school, to increase accessibility for members of the school community with disabilities.

Target	Strategies	Timescale	Success Criteria.
To provide an environment which is easily accessible to all pupils	To meet outside agencies to identify any areas of need in the school environment and to make improvements	Ongoing	All pupils are able to access equipment etc which is clearly and easily identified For all staff to ensure appropriate equipment and areas of learning are adequately labelled with Widgit symbols in EYFS
To ensure that rooms used by pupils and adults in the YEA are fully accessible	Newly created teaching areas in the basement have a working lift which is maintained in order to access the YEA and teaching rooms	Ongoing	Basement area is accessible by all.
Improve access to information for all pupils and adults To provide Newsletters and relevant information to EAL parents and parents with a learning need	IT software A designated area available for parents to access information	Ongoing	All pupils and adults will have access to information regardless of ability or ethnicity Parents will have information available to them in their home language and in English Pupils and the wider public with EAL and a learning need will be able to access all information
To provide a safe and secure play area in the playgrounds	Regular risk assessments to be completed to identify any health and safety hazards	Ongoing	All children will be able to access and play in a secure environment free from harm Play areas will be safe, secure and Stimulating for all children

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Timescale	Success Criteria.
Review information to parents / carers to ensure it is accessible.	Provide information on the website and letters in clear print in 'simple' English and available in other languages. Provide information in other languages/media when required. School office will support and help parents to access information and complete school forms.	Ongoing	All parents to receive information in a form that they can access.
EHCPs and Reviews to be as accessible as possible.	Hold person-centred reviews that are parent/	Ongoing	Feedback from parents and pupils on EHCP/review meetings.
	pupil friendly. Develop and produce clear and straightforward Pupil Passport format which are easy to access for both pupils and parents.		
The Pathways to be accessible for all pupils with additional learning needs	Arrange pre visit for transitions for pupils coming to Parkfield. SENDCO to meet with provisionals and create care and provision plans to ensure that the child can access learning.	Ongoing	Liaise with external schools and agencies. Work with parents and carers for transitioned plans.

15/01/2025

To be reviewed as required

Linked Policies/Documents

Admissions Policy SEND Policy and Information Report
Teaching & Learning Policy Medical Needs Policy Single Equality Policy Health & Safety Policy School Development Plan Curriculum Policies