Park View Primary School

Accessibility Plan

The Keep Learning Trust

Creating Chances and Choices

Date of review:	September 2026
Approved by:	Headteacher
Next review date:	September 2027

Rationale

At Park View Primary School our values reflect our commitment to a school, where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Aims and Objectives

Park View Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Policy Details

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to- day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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

The Park View Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

 Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the

curriculum within a reasonable timeframe;

 Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

 Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Park View Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

• BCET Equality Policy

• Behaviour Management Policy

• Curriculum Overview

• Health and Safety Policy

• School Improvement Plan

• Special Educational needs and Disability Policy

• Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. A review will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

• The Governing Body

• Head Teacher

- SENCo
- Chief Operating Officer
- Site Manager

Improving Access to the Curriculum	Targets	Strategies	Outcomes	Timeframe	Goals
LONG TERM	Adaptations to the curriculum to suit the needs of all learners	1. SLT to monitor quality of adaptations and provision for all pupils. 2. who require highly personalised curriculum have the right level of support, resources and included within the mainstream curriculum wherever appropriate	Curriculum review published – identification of future priorities established.	Ongoing	To provide for all Park View pupils a curriculum which is appropriate to their needs.
MEDIUM TERM	To establish a robust structure to promote positive behaviours and deal consistently and effectively with any negative behavior's.	1. Review current practice.	Re-establish Dojos create an exchanged for prizes in KS2. Behaviour reviews termly and reported to Governors and Trust.	Termly	Systems set up, in place and used effectively. Pupils enjoy the incentive reward scheme. Effective strategies shared.
SHORT TERM	Classrooms are organised to promote the participation and independence of all pupils	1. Audit and review the existing curriculum. 2. Audit and review range of extracurricular opportunities and their availability to all pupils. 3. SLT to monitor differentiation facility within planning models to access inclusion opportunities, including interventions.	Areas for prioritisation identified. Extracurricular activity adapted, modified and added to promote inclusion. Planning reflects consistent approach to adapting the curriculum, including differentiated questioning.	Ongoing .	To clearly identify prioritisation areas for development so we can begin to provide an appropriate inclusive curriculum to match the needs of all our children, including those who are LAC and SEN. To provide staff and improved CPD opportunities and LA training.

Physical Improvements to the Environment	Targets	Strategies	Outcomes	Timeframe	Goals
LONG TERM	To ensure the whole environment is accessible and inclusive to staff, visits and pupils.	1. To develop FS outdoor learning area and remaining areas of school building to ensure it is equipped for staff, visitors and pupils. 2. Enable wheelchair users to access the playground independently 3. Wheelchair user to access P.E lesson and breaktimes, using stand-up frame.	Building development plan shows clear structure of action and strategic allocation of funds in order to ensure school is fully inclusive and a safer access rate for all.	Ongoing	School is fully accessible – a safe and suitable access route to the school entrance has been constructed.
MEDIUM TERM	To ensure the learning environment is inclusive.	1. To improve the libraries/ reading book area so our children access better reading materials with greater motivational opportunities. 2. To ensure all corridors are clear of all obstructions.	Reading materials appropriately stored. Aesthetic appearances of materials encourages pupils to learn. The learning space is deemed fit for purpose.	Ongoing	The learning space for reading is improved for al pupils.
SHORT TERM	To ensure future building and environment improvements are fully accessible to all.	1. To improve the learning environment for all pupils by purchasing new furniture for FS department.	The facility will be funded using formulate capital funding and PTA donations.	Ongoing	Quality learning environment for all pupils.

Improving written Information	Targets	Strategies	Outcomes	Timeframe	Goals
LONG AND MEDIUM TERM	To develop a new school website to widen information channels for parents, pupils and the local community.	1. To survey other websites and ensure ours offers a breadth of opportunity and enables users to gain relevant information and inclusive learning experience. 2. To consult with Website Provided Information Service to ensure best format for users is developed.	New website established for access by pupils, parents and wider community. Share with staff, pupils and parents.	Ongoing	As Short Term
SHORT TERM	To ensure that the information about Park View is informative and considerate of and for the needs of all who choose its services.	1. To re-format school reports to parents so that they are more accessible to all parents and pupils. 2. To network with schools re reports; enquire about and select appropriate formats for information to be imparted more successfully in the future. 3. To differentiate information for children so they fully understand learning opportunities on offer to them.	Reports re-formatted with grades awarded for behaviour and attitude. Format selected from several models shared to staff. Obtain feedback from parents regarding new format. All children understand school procedures and learning opportunities owing to differentiation of information given.	Summer term	To provide for pupils, parents and the community clear, concise information about the school and its curriculum, in an inclusive accessible way.