**Accessibility Policy & Plan 2024 – 2026**

*Initiated by:* *SMT*

*Approved by:* *Governors/SMT*

*Date Approved: 04/11/24*

*Operational Date: Nov 24*

*Date of Review:* *Nov 26*

*Distribution:* *SMT/TLR’s/All relevant staff*

*Signed: R.Jenkins Chair of Governors*

*Signed: S.Type Head teacher*

 **Vision statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 a pupil because of sex, race, disability, religion or sexual orientation’.

1. He or she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities

The accessibility Plan is listed as a statutory document for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Park Lane, the ‘plan’ will be accounted for within the School Improvement Plan, monitored by the Headteacher and evaluated by the relevant Governor’s committee. The current ‘Plan’ will be appended to this document.

At Park Lane we are committed to working together to provide an inspirational and exciting learning environment where all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will also be used to advise other school planning documents and policies, it will be reported upon regularly in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The access 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 the Accessibility), as well as advise upon compliance with that duty.

Park Lane 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 regarding disability and to developing a culture of inclusion, support and awareness within the school.

The 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:

1. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; these covers ‘teaching and learning’ and wider curriculum of the school (e.g. participation in activities, cultural activities or school visits). Also, the provision of specialists or auxiliary aids/equipment (e.g. sensory regulation aids) which may assist pupils in accessing the curriculum within a reasonable timeframe;
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
3. Improve 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, school events; the information should be made available in various preferred formats within a reasonable timeframe

 The 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:

* Behaviour management policy/Pupil support policy
* Curriculum policy
* Critical incident plan
* Equal opportunities policy
* Health & safety policy
* School Improvement Plan
* ALN reform

The Accessibility Plan for physical accessibility related 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. An accessibility audit will be completed by the school prior to the end of each period covering the plan, in order to inform the development of a new accessibility plan for the on-going 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 Governing body and Headteacher/SLT

The school will work in partnership with the Local Authority in developing and implementing this Accessiblity Plan.

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

**Aims and Objectives**

**Our Aims are:**

* Increase access to the curriculum for pupils with a disability
* Improve and maintain access to the physical environment

 **Current Good Practice**

At Park lane we are a fully inclusive school and cater for a wide range of individual needs. During the admissions process we gather information related to disability or health conditions from parents and carers. This is a formal section of the admission procedure. We have a school nurse based on site full time, who also supports other LA funded special schools at present. The role of the school nurse is currently being reviewed .

**Physical Environment**

Disabled pupils participate in extracurricular activities. Some aspects of extra-curricular activities present particular challenges (e.g. break times for pupils with social / interaction impairments, school trips for pupils with medical needs) so high levels of staffing are required to ensure that additional support enables all pupils to fully engage in all school activities. The design of the building means that not all areas of the school are accessible to all pupils. The area down stairs is of concern as a number of wheelchair bound pupils are unable to access the independent living skills area.

**Curriculum**

A special school provision is made to support all pupils regardless of their disability (e.g. additional technology for pupils with a visual impairment). Other issues identified to ensure the full participation of disabled pupils are addressed through planning by staff and current school policies (e.g. bullying, peer relationships, policies on the administration of medicines, the provision for personal care), written and underwritten. As identified in the audit the only area of the school which does not cater for all pupils is the independent living skills room , which is situated down stairs. Alternative options are made available within their own working environment but this is not ideal.

 **Information**

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others and staff. Communication has been highlights as an improvement priority for the school through quality assurance processes. Communication development is planned for with the SDP. An allocated member of staff has been assigned responsibility to develop this area

**Accessibility Audit**

The school has:

* On-site car parking for staff and visitors includes dedicated disabled parking bay is very limited
* Fixed handrail leading from the ground floor to the downstairs area.
* All access doors allow wheelchair access
* The school has internal emergency signage and escape routes that are clearly marked
* Personal Emergency Evacuation Plans are in place for pupils requiring additional/specific support to exit the building in an emergency
* Emergency (automatic) lighting around the school
* Pathways are clearly marked and of appropriate with for access.
* Hoists within the main hall and hydro pool allow good access

Please click on the link to access the audit:

Accessibility-audit-tool-for-educational-settingsfinal.docx

**Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

**Accessibility Action Plan**

AIM 1: To increase the extent to which disabled pupils can participate in the school curriculum

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| **SHORT TERM**  | **Target**  | **Strategies**  | **Timescale**  | **Responsibilities**  | **Success Criteria**  |
| Review all statutory policies to ensure that they reflect inclusive practice and procedures  | Comply with the Equality Act 2010  | Ongoing  | HT / SMT / Teachers / TAs  | All policies clearly reflect inclusive practice & procedures  |
| Establish close liaison with parents & carers through the IDP process , open afternoons and celebratory events  | Ensure collaboration and sharing between school and families  | Ongoing  | HT / SMT / Wellbeing officer / Teachers / TAs  | Clear collaborative working approach  |
| Establish close liaison with outside agencies for pupils with on-going health needs  | Ensure collaboration between all key staff and agencies; CAMHS, paediatricians, OT, physio, SALT, social services  | Ongoing  | HT / SMT / Teachers / TAs  | Clear collaborative working approach  |
| Ensure full access to the curriculum for all pupils. Ensure a curriculum is fit for purpose @ Park lane  | * Revisit the 4 Ps c
* Develop and imbed new planning format
* Develop H&W curriculum as a pilot to ensure coverage of all strands within park lane topic cycle.
* Development of whole school communication systems to ensure all pupils have access to the curriculum.
 | Ongoing  | HT / SMT / Teachers / TAs / Ed Psych  | * Co construct Park Lane pupil friendly I can statements.
* Development of planning system
* Working with CSC AOLE leads to co construct curriculum
* Create links with partner schools to share practice and support
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| **MEDIUM TERM**  | **Target**  | **Strategies**  | **Timescale**  | **Responsibilities**  | **Success Criteria**  |
| Review and evaluate the attainment of all pupils progress  | Teacher and TA meetings Updating of pupil progress using B Squared assessment profiles, PPTs, annual review meetings, and learning journeys Scrutiny of assessment system   | Ongoing through the year  | HT/DHT/Teachers/TAs  | Progress made towards PPTs targets Learning journeys to support evidencing progression  |
| Promote the engagement of all pupils in classroom activities. Re establish bespoke interventions    | Within the curriculum, the school aims to provide full access to all aspects of the curriculum providing: * Attention autism strategies to develop engagement
* Intensive interaction strategies to develop shared attention
* Use appropriate communication strategies to support pupils needs
 | Ongoing  | HT/DHT/Teachers/TAs  | Re establish intervention timetables , opportunities and envi Ensuring that the needs of all pupils, parents and staff are represented within the school.  |
|   | Development of communication opportunities  | Increase staff knowledge ad skill sets linked to communication  | ongoing  | HT/ LLC co-ordinator  | * Undertake communication audit.
* Link TA pm To communication
* Create partnership links to support staff development
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| **LONG TERM**  | **Target**  | **Strategies**  | **Timescale**  | **Responsibilities**  | **Success Criteria**  |
| Evaluate and review the ‘short’ and ‘medium’ term targets on a termly basis  | See strategies for ‘short’ and ’medium’ term targets  | Termly  | HT/DHT/SMT/Govs  | All pupils making good progress  |
| Deliver findings to the governing body  | Finance, health & safety/premises, and standards committees to receive regular updates during termly meetings  | Termly govs meetings  | HT/DHT/SMT/Govs  | Governors fully informed regarding provision and progress  |

**Accessibility Action Plan**

AIM 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

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| **SHORT TERM**  | **Target**  | **Strategies**  | **Timescale**  | **Responsibilities**  | **Success Criteria**  |
| Improve physical environment of classrooms and internal environment  | Implementation of the school premises action plan  | Ongoing  | HT  | General decoration , flooring , ICT equipment, development of new outside area, fitting of outdoor play equipment  |
| Ensure all pupils with a disability can access all areas of the school  | Working with LA to ensure access to downstairs area of the school, current access protocols are unacceptable and unsafe  | Ongoing  | HT/LA  | All pupils to access independent living area  |
| Ensure that the medical needs of all pupils are met fully within the capability of the school  | Rigorous admissions process; liaise with external stakeholders; identify staff training needs and establish individual protocols/health care plans where needed  | Ongoing  | All staff  | Ensure that disabled parents/carers are not discriminated against and are encouraged to take interest and be involved in their child’s educational experience  |

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| **LONG TERM**  | **Target**  | **Strategies**  | **Timescale**  | **Responsibilities**  | **Success Criteria**  |
| Continue to develop outdoor spaces and facilities  | Explore appropriate funding opportunities. Review, update and evaluate the annual premises improvement plan termly  | Ongoing  | Whole school approach  HT/site manager  | Inclusive pupil-friendly environment established and maintained Sensory play areas , outdoor learning environement  |
| Ensure roads, paths and walkways around the school are as safe and accessible as possible  | Ensure that the premises improvement plan schedule is used to highlight areas of development or repair. | Ongoing  | HT/site manager/SMT  | No accidents  |