

Parkside Primary School - School  
'Come as you are and Leave as a Champion'  
Accessibility Plan 2022-2024

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p><b>The needs of children with a disability are met.</b></p>	<p>Create access plans for individual children as part of the EHCP process.</p>	<p>As required</p>	<p>SENCO /teachers</p>	<p>EHCP for pupils are shared with all staff, All staff are aware of all pupils' needs.</p>
	<p>For pupils with additional needs ensure one page profile information sheet is available and shared with all staff to ensure continuity of care for the children</p>	<p>One page profile for children with specific needs as required</p>	<p>SENCO</p>	<p>One page profile in place for all SEND children All staff &amp; governors are confident that their needs are met.</p>
<p><b>CPD for all staff on the needs of pupils with disability in particular new staff.</b></p>	<p>During summer term comprehensive transition meetings to be held for pupils with SEND to ensure all relevant information is shared.</p> <p>Ensure transition meetings are held with previous settings for new pupils with SEND.</p>	<p>Ongoing</p>	<p>SENCO/ EY SENCO/class teachers</p>	<p>Smooth transition of pupils new to Parkside and to new year groups. Needs of new pupils are identified, information gathered and shared with all staff.</p>

<p><b>Ensure all pupils, staff, parents/carers have access to all areas of the school building including Early Years.</b></p>	<p>Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure that nothing is preventing wheelchair access</p> <p>Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Regular checks to ensure areas are clear of any obstructions</p> <p>Seating in place where required</p>	<p>Site Supervisor / Health &amp; Safety /HT</p> <p>H&amp;S supervisor Headteacher</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Wheelchair users aren't waiting because staff sitting in the office or staffroom can't see them</p>
<p><b>Maintain safe access for visually impaired people</b></p>	<p>Check exterior lighting is working on a regular basis</p> <p>Put hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Ongoing checks</p>	<p>Site Supervisor / Health &amp; Safety</p> <p>Site Supervisor/ Health &amp; Safety</p>	<p>Visually impaired people feel safe in school grounds. Child knows where equipment ends</p>
<p><b>Ensure emergency evacuation procedures take account of all needs of pupils and adults with disabilities</b></p>	<p>Ensure that pupils with additional needs are identified and their needs reviewed</p> <p>Ensure all staff are aware of the pupils needs through one page profiles and appropriate planning including places of safety are identified.</p> <p>Ensure staff responsibilities are established for identified pupils</p> <p>Ensure Personal Evacuation Plans are completed for children.</p>	<p>Ongoing and reviewed to ensure pupils needs are met</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Identified pupils are safe and have a clear procedure in place to meet their needs in case of an emergency requiring evacuation.</p> <p>Identified staff are able to assist in an efficient evacuation procedure.</p>

<b>Provide hearing loops/sound systems in classrooms to support pupils with a hearing impairment</b>	Take advice from Staffordshire LEA on appropriate equipment if this becomes necessary	As required	SENCO/ EY SENCO/ Headteacher	All children have access to the curriculum
<b>Ensure appropriate furniture and apparatus is available for pupils with disabilities.</b>	Plan for the purchase of the necessary furniture and equipment to meet the needs of pupils with disabilities as they move to new year groups.	On going	SENCO/ Headteacher	Pupils with disabilities have the appropriate furniture and equipment available each September
<b>Ensure storage in the disabled toilet is suitable</b>	Purchase suitable storage unit to meet the increasing needs of specific pupils	Review annually	Bursar	Necessary supplies for individual pupils is stored discreetly and easily available
<b>Ensure appropriate changing system is available in the disabled toilet for pupils so that staff are not placing a mat on the floor</b>	Consider possible solutions to build/ purchase a changing unit suitable for older pupils	Spring 2023	Site supervisor/ SENCO/ Headteacher	Staff no longer have to change pupils on a mat on the floor

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Ensure all staff have the relevant training on a range of disability issues</b>	Identify staff training needs through self evaluation questionnaire yearly	Ongoing	SENCO / Headteacher	Raised confidence of all staff to meet the needs of all pupils with SEND
<b>Ensure all staff are aware of all SEND pupil's curriculum access and</b>	One page profile for SEND pupils when appropriate. Pupil's EHC P is shared with all staff Pupils with dyslexic tendencies have access to workbooks and worksheets on buff coloured paper and an overlay when reading Curriculum areas have statement referring to SEND in policy.	Review annually  As needed	SENCO	All staff are aware of individual's needs of all pupils with SEND and those with EHCP  All pupils needs are met
<b>Ensure work stations are available for identified pupils with ASC</b>	Each classroom to have a small individual table that pupils can access as and when they feel the need. The workstation is kept uncluttered with only the necessary equipment for identified pupils.	Review annually	SENCO/class teachers	All pupils with ASC have a work station available Pupils recognise when they need to work at the available work station and have equipment available to continue to access the curriculum
<b>All school visits and trips need to be accessible to all pupils</b>	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	SENCO/ class teacher	All pupils are able to access all school trips and take part in a range of activities

<b>Ensure PE is accessible to all pupils</b>	Review PE curriculum to include disability sports	Ongoing	SENCO & PE co-ordinator	All pupils have access to PE. T.A. will be there to support at all times where a pupil has a specific need
<b>Assembly themes to include disability issues</b>	Include specific reference to disability equality in assemblies linking to famous people with a range of disabilities.	Ongoing	SENCO & Deputy Headteacher	Raise pupil awareness/ acceptance of the needs of people with disabilities
<b>Ensure SEND children can take part equally in and have access to after school clubs</b>	Staff running after school clubs ensure all pupils have equal access to all clubs.	Ongoing	SENCO/ class teachers	SEND children feel able to participate equally in after school activities.
<b>Further develop links with a special school</b>	Existing link with Marshlands in local area and Greenhall Nursey	Ongoing	SENCO / Headteacher	Increased opportunities available to the children and staff to visit a special school and work with pupils Increased awareness/acceptance of pupils with SEND by staff and pupils

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Signage around school to be in relevant languages and braille to meet the needs of pupils and parents/carers at Parkside</b>	Welcome sign in reception - need to decide which languages to use.	Regularly reviewed	Headteacher / SENCO / class teachers	ALL People feel they are welcome in school
<b>Information can be accessed by all parents and carers regardless of own ability.</b>	Ensure all staff are aware of the needs of parents/carers.  SEND page on school website updated regularly. School information report available  SEND coffee morning held monthly.	Ongoing	SENCO/ Assistant SENCO / Deputy Headteacher	Parents feel comfortable (and confident) to ask staff for information and have support with understanding any information in meetings that are taking place.