Proud to be Parkside

Accessibility Policy

Approved by: Governing Body Approval date: June 2026 Renewal date: June 2027

Statement of Intent

At Parkside Primary School and Little Explorers at Parkside, we are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and visitors regardless of disability, special educational needs, medical needs or protected characteristics.

We are committed to providing a fully inclusive environment in which all members of the school community can thrive, achieve and participate confidently in school life.

This policy and accessibility plan are written in line with:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice: 0–25 years (updated guidance)
- The Public Sector Equality Duty (PSED)
- Keeping Children Safe in Education (KCSIE) 2025
- The Department for Education guidance on accessibility planning
- The United Nations Convention on the Rights of the Child

The school recognises its duty to make reasonable adjustments for disabled pupils, staff and visitors and to ensure that no individual is placed at a substantial disadvantage.

Definition of Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that disabilities may include, but are not limited to:

- Physical disabilities
- Sensory impairments
- Neurodiverse conditions
- Medical conditions
- Mental health needs
- Speech, language and communication needs
- Learning difficulties and disabilities

Some disabilities may be visible while others may be hidden.

Aims of the Accessibility Plan

The school's accessibility plan aims to:

1. Increase the extent to which disabled pupils can participate fully in the curriculum.
2. Improve the physical environment of the school to enable disabled pupils and adults to take better advantage of education, facilities and services.
3. Improve the availability and accessibility of information for pupils, parents, carers and visitors with disabilities.

The plan supports the school's wider aims of inclusion, safeguarding, equality and pupil wellbeing.

Principles and Commitments

Parkside Primary School will:

- Promote equality of opportunity for all pupils.
- Eliminate discrimination, harassment and victimisation.
- Foster positive attitudes and relationships.
- Ensure disabled pupils are not treated less favourably.
- Make reasonable adjustments where required.
- Consult pupils, parents and professionals when planning support.
- Ensure accessibility is considered in all school development planning.
- Provide staff with appropriate training and guidance.
- Ensure accessibility considerations are included during procurement and site development.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Ensuring compliance with equality and accessibility legislation.
- Monitoring implementation of this policy.
- Reviewing the accessibility plan.
- Ensuring adequate resources are available.

Headteacher

The Headteacher is responsible for:

- Day-to-day implementation of this policy.
- Ensuring staff understand their responsibilities.
- Promoting inclusive practice throughout the school.
- Monitoring accessibility arrangements.

SENDCo and Inclusion Lead

The SENDCo is responsible for:

- Coordinating provision for pupils with SEND and disabilities.
- Supporting staff with inclusive strategies.
- Liaising with parents, outside agencies and professionals.
- Monitoring the effectiveness of reasonable adjustments.

Staff

All staff are responsible for:

- Promoting inclusion and equality.
- Implementing reasonable adjustments.
- Identifying barriers to learning and participation.
- Reporting concerns regarding accessibility.

Access to the Curriculum

The school is committed to ensuring all pupils can access a broad, balanced and ambitious curriculum.

This includes:

- Differentiated teaching and adaptive practice.
- Use of assistive technology where appropriate.
- Accessible classroom layouts.
- Visual timetables and communication aids.
- Inclusive educational visits and enrichment activities.
- Appropriate deployment of support staff.
- Access arrangements for assessments.

- Support for emotional wellbeing and mental health.
- Staff training relating to SEND and inclusion.

The school regularly reviews participation and attainment data to identify and remove barriers to learning.

Physical Environment

The school aims to provide a safe and accessible physical environment.

This may include:

- Accessible entrances and exits.
- Clear signage and wayfinding.
- Appropriate lighting and acoustics.
- Accessible toilet facilities.
- Adapted furniture and equipment where needed.
- Safe evacuation procedures.
- Quiet or sensory-regulated spaces.
- Maintenance of pathways and access routes.

Where full accessibility cannot immediately be achieved, the school will take reasonable steps to reduce barriers.

Accessible Information

The school is committed to ensuring information is accessible to all.

Information may be provided through:

- Large print
- Simplified language
- Visual supports
- Electronic formats
- Verbal communication
- Translation or interpretation services where appropriate
- Accessible website content

Parents and carers are encouraged to contact the school if they require information in an alternative format.

Equality and Inclusion

The school actively promotes equality and diversity through:

- An inclusive curriculum
- Positive representation

- Anti-bullying education
- Celebration of diversity
- Pupil voice and participation
- Respectful relationships education

Discrimination, prejudice and bullying related to disability or protected characteristics will not be tolerated.

Safeguarding

The school recognises that children with disabilities and SEND may be more vulnerable to abuse, neglect or exploitation.

All safeguarding procedures will take account of pupils' individual needs, communication preferences and accessibility requirements in line with current safeguarding guidance.

Monitoring and Review

The accessibility plan will be reviewed annually by the Governing Body and updated as required.

The school will monitor:

- Accessibility improvements
- Participation and attainment
- Parent and pupil feedback
- Complaints relating to accessibility
- Staff training needs

Accessibility considerations will form part of the school improvement process.

Accessibility Action Plan 2026–2029

Area	Current Good Practice	Actions	Responsibility	Timescale	Success Criteria

Curriculum Access	Teachers adapt learning appropriately for pupils with SEND and disabilities.	Continue to provide staff training on adaptive teaching, SEND and inclusive practice. Monitor pupil progress and participation to identify and remove barriers to learning.	Headteacher / SENDCo	Ongoing	Pupils with SEND and disabilities access the curriculum successfully, participate fully and make good progress.
Curriculum Access	Assistive technology is used where appropriate.	Audit and review the availability and effectiveness of assistive technology and specialist resources annually.	SENDCo	Annual Review	Appropriate resources are available and support pupils to access learning independently.
Physical Environment	School buildings are generally accessible.	Carry out annual accessibility audits of the site and address identified barriers through planned maintenance and improvement works. Ensure doorways, entrances and circulation spaces remain suitable for wheelchair users and pupils with mobility needs. Review accessibility features regularly and make reasonable adjustments where required.	SBM / Governors	Annual	Accessibility of the school site is maintained and identified barriers are reduced or removed where possible.

Physical Environment	Emergency evacuation procedures are in place.	Review Personal Emergency Evacuation Plans (PEEPs) and risk assessments for relevant pupils, staff and visitors. Ensure staff are aware of procedures.	Headteacher / Site Manager	Annual or as required	Safe and effective evacuation procedures are in place and understood by staff.
Information Access	Parents can request alternative formats of communication.	Ensure school communications, policies and website content remain accessible and available in alternative formats upon request.	Office Staff / SLT	Ongoing	Information is accessible to all stakeholders and requests for alternative formats are met promptly.
Inclusion and Wellbeing	An inclusive ethos is promoted throughout the school.	Continue pupil voice activities, inclusion initiatives and opportunities for pupils to contribute to school improvement.	SLT / Staff	Ongoing	Pupils report feeling safe, included and valued within the school community.

Staff Development	Staff receive safeguarding and SEND training.	Provide annual training and updates on accessibility, equality, disability awareness and inclusive practice. Maintain ongoing staff training on SEND, medical needs and inclusive support strategies, including diabetes awareness, medication procedures and emergency response.	Headteacher	Annual	Staff demonstrate confidence and understanding in meeting the needs of pupils with disabilities and SEND.
Transport Access	Accessible transport arrangements are available.	Maintain and review Parkside's accessible minibus provision to ensure all pupils can access educational visits, activities and transport safely. Ensure appropriate seating, access arrangements and support are available for pupils with additional needs.	Headteacher / SBM	Ongoing	All pupils can access off-site activities and transport opportunities.

Medical Needs	Individual healthcare plans are in place where required.	Review healthcare plans regularly and provide staff training to support pupils with medical conditions, including diabetes. Ensure relevant staff are confident in monitoring, administering agreed support and responding appropriately to medical emergencies.	SENDCo / Medical Lead	Ongoing	Pupils with medical needs are supported safely and effectively and can participate fully in school life.

Complaints

Any concerns relating to accessibility should initially be discussed with the Headteacher.

Complaints will be handled in line with the school's Complaints Policy.

Linked Policies

This policy should be read alongside:

- SEND Information Report
- SEND Policy
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Medical Needs Policy
- Health and Safety Policy
- Complaints Policy

Policy Review

This policy will be reviewed annually or sooner if legislation or guidance changes.

Date of next review: June 2027