



Accessibility Policy and Plan

Reviewed & Ratified by SSB on: 6th March 2023

Review Period: Annually

Next Review Due: March 2024

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.



ACCESSIBILITY POLICY - 2021 to 2024

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are 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.

1. Parley First School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the [three / four]² years period ahead of the next review date.
2. 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 LA 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.
3. We are 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.
4. Parley First School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 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; (If a school fails to do this they are in breach of 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 school 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 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;

¹ Include the Diocese in consultation when applicable.

² Schools may like to align the Accessibility Plan with the frequency of review of the School Equality Objectives

- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. 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.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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 this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 9. 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.
 10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the school website.
 13. The Accessibility Plan will be monitored through the Finance and Premises Committee
 14. The school will work in partnership with the Local Authority (*and Diocesan Authority, where appropriate*) in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
 15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

PARLEY FIRST SCHOOL – IMPROVING THE PHYSICAL ACCESS

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost
Approach to School	Drop kerbs, traffic calming and pedestrian crossings	Link to Travel Plan for school	Complete	
Accessibility to the POD	To ensure that there is swift and easy access to and from the POD building	Build a ramp to meet the requirements of access for disabled users.	Complete	
Accessibility to the Cabin	To ensure that there is swift and easy access to and from the Cabin building	Cabin to have full DDA compliance	Complete	
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Car parking ◦ Paving ◦ External lighting ◦ Delivery Vehicles / kitchen area 	<ul style="list-style-type: none"> ◦ Review Pedestrian access and provide dedicated pathways to school entrance separate from traffic and play areas e.g., car park. KS1 playground ◦ Increase number of Accessible Parking Bays in accordance with Part M standards ◦ Review levels, gradients, cambers and gullies in proximity to all pathways ◦ Ensure lighting to Car Park and Accessibility Bays is operational, adequate, and considers pollution and local issues ◦ Link with H&S work to ensure safe and appropriate pedestrian access to delivery area. This will involve separating vehicle and pedestrian routes. 	Complete External Lighting Complete	
All areas	<ul style="list-style-type: none"> ◦ Signage ◦ Contrasting colours of door furniture to aid 	<ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs ◦ Replace and upgrade on rolling programme 	Complete	

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost
	<ul style="list-style-type: none"> ◦ visibility ◦ Introduce visibility panels to doors where required ◦ Improve classroom furniture layouts to increase access ◦ Security access 	<ul style="list-style-type: none"> ◦ Assess annually depending upon classroom use ◦ Staff to be aware of mobility and H&S issues ◦ Ensure security key pads are for use by all 		
Main Entrance	<ul style="list-style-type: none"> ◦ Main entrance and foyer ◦ Audibility ◦ Weather shelter 	<ul style="list-style-type: none"> ◦ Ensure internal security doors allow wheelchair access ◦ Consider installation of a loop hearing system for the counter ◦ Canopy over main entrance 	Complete	
Corridors	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ WCs ◦ Multi-media area 	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>Remove obstacles around signed emergency routes</p> <p>Clear areas from obstacles and inappropriate storage</p> <p>Improve acoustics</p>	Complete	
Adaptations to support Visual Impairment	<ul style="list-style-type: none"> ◦ Actions from report and assessment from Visual Impairment specialist Teacher 	<ul style="list-style-type: none"> ◦ Paint yellow marking around the Play equipment on play trails ◦ Replace blinds in KS2 to roller blinds 	January 2023 –July 2023	£500

PARLEY FIRST SCHOOL – IMPROVING CURRICULUM ACCESSIBILITY

Target	Strategy	Outcome	Timeframe / Cost	Achievement
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ONGOING	Increase in access to all school activities for all disabled pupils. (Policy produced for off-site and on-site activities)
PE and school sport	Research information. Ensure that every disability has been catered for in respect to curriculum access	Any disabled child joining the school can access PE and school sport statement included in the updated PE policy	ONGOING	Increase in disabled children participating in all sports activities
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	ONGOING	Increase in access to National Curriculum

Target	Strategy	Outcome	Timeframe / Cost	Achievement
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	ONGOING	Society will benefit by a more inclusive school and social environment
<u>ACCORDING TO NEED</u>				
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as necessary	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	According to need	Increase in access to the national curriculum
To provide furniture at relevant heights to cater for disabled pupils	Survey furniture heights and seek advice from occupational Health Department as required	Furniture will be at the correct height for disabled and wheelchair users	According to need	All disabled pupils will be safely and comfortably accommodated during learning activities
To install induction loop for hearing impaired people	Research information for hearing impairment. Arrange for quotes and work to be carried out as required	Induction loops will be installed in relevant areas of the school	According to need	Hearing impaired pupils, staff and visitors will be provided with a facility to increase hearing capacity

PARLEY FIRST SCHOOL – IMPROVING COMMUNICATION AND INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement
Raising awareness and identifying disability issues concerning written material	The setting up of a working party to raise awareness of issues concerning the availability of written material in alternative formats. Research information from LEA and websites	Improved knowledge of alternative format written material and plans amended accordingly	According to need	Delivery of information to disabled pupils / parents and community improved
Information in a visual and audio format	Include audio information for the blind, large text, careful choice of colours for those vision impaired when required		Continually renew and update according to need	Information to parents and the local community is improved
Availability of written material in alternative format	The school will make itself aware of the services available through the LEA for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes	According to need	Delivery of information to disabled pupils improved
Make available school brochures, school newsletter and other information for parents in alternative formats	Review all current school written materials, the availability in different publications and promote formats for those that require it when needed	All school information available for all	According to need	Delivery of school information to parents and the local community improved
Raise awareness and identify disability issues concerning the use of ICT	Working party consider issues in using ICT. Research information from LEA & websites	Improved knowledge of adaptations of ICT for disabled pupils	As necessary Estimated cost:	Computer use by disabled pupils improved