



Parkside Primary School

School Accessibility Plan

Reviewed March 2024

School Accessibility Plan 2024-2027

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The School Ethos

We want all our children to meet our mission/vision statement and we endeavour to support all the children to embody it. Please see it below:



As a partnership of Children, Parents, Staff, Governors and the wider Community, we aim to:-

- Promote equality of opportunity for all pupils and staff
- Ensure that everyone will experience an inclusive education where discrimination on the grounds of race, sexual orientation, gender or disability is actively challenged, and tolerance and understanding promoted

- Meet children's individual and collective needs
- Provide a stimulating, secure and nurturing environment
- Promote an ethos that is highly motivating and encourages all to take responsibility for their own learning
- Provide an environment where we feel secure, valued, respected and understood
- Encourage all to have a positive self-image, high self-esteem and increasing self-confidence
- Provide an environment which encourages active learning, investigation, creativity and challenge
- Value and celebrate the richness and diversity of cultures and beliefs in our community
- Celebrate achievement, attainment and progress in all areas of development
- Display high standards of good manners and politeness at all times
- Encourage all to have a sense of responsibility for themselves, for each other and for their environment

We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate the diversity of our school community. We adopt a contextual safeguarding and trauma-informed approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Curriculum

Parkside offers its children a broad and balanced curriculum with a wide variety of opportunities and experiences designed to enrich and enhance each child's learning journey. Our mission statement is 'Proud to Shine' and we aim to add sparkle to every single child's school life.

All areas of the curriculum are accessible. Children with SEND and disabilities are also able to attend additional provisions including after school clubs, enrichment opportunities and school trips.

Physical Environment

Parkside opened in 1992 with a standard number of 60 pupils in each year group and is housed in an imaginatively refurbished former secondary school. It has attractive grounds that are enjoyed by children and adults alike and is sited next to Ridgeway Park in Chingford. Over a number of years we have expanded to 3 forms of entry (3 classes per year group) in all year groups from Reception to year 6. During this journey we have made significant improvements to the school building and grounds with the most recent being a new block which houses our year 6 pupils. Our playgrounds including our MUGA have been designed to be inclusive and accessible where possible. The school is all on the ground floor apart from the teacher's workroom, support staff workroom and storage areas which are located in the mezzanine. Outside there is one disabled parking space and low profile access is standard around the site. There are 5 accessible toilets across the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Date to be completed by	Success criteria
Increase access to the curriculum for pupils with a disability	- Broad, balanced and enriched curriculum that is accessible and inclusive - Children's awareness of SEND and disabilities discussed in assemblies - Professional development for staff on different aspects of SEND including adaptation of curriculum and providing auxiliary aids, different teaching/learning styles appropriate for children with disabilities: use of Makaton, social	- Review curriculum to ensure diversity and inclusivity - Raise attainment and progress and closed the gap between SEND and non-SEND - To ensure the children's well-being is a high priority - Continue to improve the attendance of SEND children and those with an EHCP	- Regular curriculum reviews - Regular and relevant CPD opportunities - Review statutory/relevant policies - Take account of the information gained from annual reviews and pupil progress meetings - Pupil voice feedback - Befriending sessions are available for all when needed	HT SLT Class teachers SENDCo	Ongoing Ongoing Ongoing	- All staff are trained and confident with issues linked to accessibility and inclusivity with regard to accessing the curriculum. - All children are happy and enjoy coming to school. Children's well-being is high - Parent/carer feedback is positive - Attendance rates are high

	stories, simplified language, visual timetables etc.					
Improve and maintain access to the physical environment	• Smaller playground has been designed for a wheelchair user, ramp access for library bus, 5 x accessible toilets • All corridors are wide and accessible • Good and improving lighting across the school for visually impaired students • Automated main entrance gates	• Install a hoist to assist with toileting where needed • To ensure that all children are able to have full physical access to resources – looking at taller and smaller children , larger children etc. as well as children with SEND who may have physical challenges • Continue to install LED lights • Install hearing loops in main reception and purchase a portable one	• Audit toilet provision to ascertain best place to install a hoist • Audit across the school and question; Are taller children always sat at the back? Are larger/taller/ smaller children provided for in terms of nursery/ reception equipment, tables and chairs, sports day • Purchase of necessary equipment/ furniture	Headteacher Premises Manager Environment Committee SENDCo	Summer term 2024	• Toilet provision is adequate for all • All children are happy and enjoy coming to school. Children's well-being is high

		representation to improve accessibility for all				Signage around the school (i.e. Toilets, class names, outdoor and sports resources) are accompanied by symbols where possible

Monitoring:

The Accessibility Plan will be reviewed annually in respect of progress and outcomes and provide a projected Plan for the three-year period ahead of the next review date. The Action Plan for physical accessibility relates to the Access audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

The Accessibility Plan will be monitored through the Governing Body Finance, Environment and Curriculum Committees.

Links with other policies:

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

- Curriculum Policy
- Equality Objectives
- Single Equality Scheme
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- School Development Plan
- Asset Management documents
- School Prospectus
- Complaints policy

The Accessibility Plan is published on the school's website.

Our school's complaints procedure covers the Accessibility Plan. If there are any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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