

Parsonage Farm Primary School  
**Accessibility Three Year Plan 2023 - 2026**

Schools and Local Authorities are required to carry out accessibility planning for disabled pupils (definition from the Equality Act 2010),

**The Act generally defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment [includes long-term health conditions] has a substantial and long-term [year or more] adverse effect on his or her ability to carry out normal day-to-day activities.**

Further to this, the SEND Code of Practice 0-25 defines,

**A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.**

**A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**

Please note:

*Pupils will not be regarded as having a learning difficulty based solely on their home/most spoken language being different from the language in which they are taught in school.*

*Not all pupils who have a learning difficulty or special educational needs are classed as disabled.*

*Not all pupils with a disability have a special educational need*

Our Accessibility Plan is aimed at: increasing the extent to which disabled pupils can participate in the following three areas:

- 1) The curriculum – includes: teaching and learning; after school clubs; leisure, sporting and cultural activities; school trips; support, timetabling, curriculum options, deployment of staff and staff information and training; resources
- 2) The physical environment – includes: steps; stairways; walkways; internal and external flooring; parking areas; entrances and exits (including emergency escape routes/muster poing); internal and external doors; gates; toilets and washing facilities; changing facilities; lighting heating; ventilation; signs; interior surfaces; room décor/layout/furniture; resources
- 3) Accessible information – includes: timetables; books/texts; information about the school; information about additional services

curriculum; improving the physical environment of schools to enable disabled pupils to access facilities; and improving the availability of accessible information to disabled pupils.

In our Accessibility plan we also include: how we can make the curriculum; physical environment and access to information inclusive for all those involved within the school community – including staff, parents, visitors and children. In addition, it covers: sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We will continuously work to eliminate disadvantages for all.

### **Accessibility Plan 2023 - 2026**

<b>Area</b>	<b>Activity</b>	<b>Timescale</b>	<b>Approximate cost</b>
Curriculum	Access to a broad, balanced and differentiated curriculum – teaching, learning and progress is monitored throughout the academic year. Including resources and school trips	On-going	As required
Extra-curricular activities	Provisions to be made for all to be included	On-going	As required
Interventions	Training for relevant staff to support the four areas of SEND: communication and interaction; social, emotional and mental health; cognition and learning; physical and sensory. Progress is monitored throughout the school year. Support from outside agencies	On-going	As required
Outside agencies	To liaise and access support and guidance	On-going	As required
CPD	Training to support the four areas of SEN sensory Training to also include specific medical	On-going	As required

	training and safeguarding		
Health Care Plans	To be updated, by relevant staff	On-going	None
EHCPs/Pupil Passports/Class Action/specialist reports	Compose and share with relevant people including parents, children	On-going	None
Resources	To be purchased/devised for individual needs – including apps on the ipads	On-going	As required
Cultural Diversity	Resources and training to be provided to ensure a positive understanding	On-going	As required
Extra-curricular (Including After School Clubs)	Provisions to be made for SEN children to take part wherever possible	On-going	None
Adaptation of communication	Adapt as necessary according to needs e.g. larger print, braille, translation ...	On-going	As required

### **Accessibility Plan 2014-2023 (Previous Years)**

Upper Playground	Resurfaced to ensure better accessibility to classrooms and playground	August 2014	£10,000
Front Driveway, Old Demountable Area, Outer Quad Area	Landscaped and resurfaced to remove kerbs and uneven surface, create a usable area of land for all pupils, chessboard area created	August 2014	£300,000
Uneven areas by rear of boiler house	Repaint/paint yellow lines to mark level transitions. Fill larger holes with concrete.	August 2014	£100
Lower Playground	Resurface Lower Playground – to all be flat One level access to playground Step into Lower Hall to be removed	August 2017	£60,000

Lower Playground	Remove Wooden Structure (outdated and inaccessible to all) Replace with accessible structure.	August 2017	£10000
Technology	ipads and laptops to be used to support children – purchase SEN ipads	July 2016	£1,500
Rear door to Quad Area	Replace door and curtain walling to remove lip/step	May 2016	£2,500
Ramp in Reception (Oranges)	Repaint Ramp	Autumn 2018	£300
End of walkway	Complete brick paving at end of walkway so it is level with classroom door, remove ramp.	Autumn 2019	£8,000