Accessibility Plan 2025 - 2028

Purpose of Plan

The purpose of this plan is to show how Park Academy intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students, staff and other visitors with a disability and other protected characteristics can take full advantage of the environment education and associated opportunities.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping
- • People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

Protected characteristics which are also covered by this plan include:

Age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Park Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the academies. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academies, adding specialist facilities as necessary. This covers improvements to the physical environment of the academies and physical aids to access education.
- Increase access to the curriculum for learners with an impairment, expanding the curriculum as necessary to ensure that pupils with an impairment are as, equally, prepared for life as learners without impairments; (if an academy fails to do this, they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with impairments. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

<u>This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:</u>

- Equality Policy

- Curriculum Statement – Ethos and Vision
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

The Accessibility Plan will be published on the Academy website.

The Academy's complaints procedure covers the Accessibility Plan

Key Aims

Park Academy aims to ensure equality of opportunity for all its, pupils and staff and it follows those pupils or prospective pupils, are not treated less favourably than other and pupils or prospective pupils, for reasons relating to their disability or protected characteristics. Please read this in conjunction with the Park Academy's SEND policies.

Views of those consulted during the development of the plan:
The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by Park Academy.

Increasing the extent to which pupils can participate in the academy curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs Coordinator (Hannah Richardson)
- The academy facilitates services from a range of agencies for all pupils and their families.
- Ensuring that the curriculum is made accessible for pupils who are learning English as an additional language.

Improving the physical environment of the academy to increase the extent to which all pupils can take advantage of education and associated services:

- The academy's classrooms are all on the ground floor. Any new build will be built with physically impaired pupils in mind, ensuring access for all.
- Park academy has accessible toilet facilities for pupils and for the use of people using extended school services
- Park academy has disabled shower facilities.

Improving the delivery to pupils of information that is provided in writing:

- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for pupils, including electronically.
- **Providing information in accessible formats for pupils who are learning English as an additional language**
- **Providing information to parents/ carers in accessible formats where requested**

Principles

- Compliance with the Equality Act is consistent with Park Academy's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils and those with other protected characteristics in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils and those with other protected characteristics less favourably
    - To take reasonable steps to avoid putting disabled pupils and those with protected characteristics at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties, the governing body have regard to the Equality Act 2010
- Our setting:

o recognises and values the young person's knowledge/parents' knowledge of their child's disability or other characteristic

    - recognises the effect their disability has on his/her ability to carry out activities, o respects the parents' and child's right to confidentiality
- Park Academy strives to provide all pupils with a broad and balanced curriculum that is made accessible, personalised and age appropriate.

Financial Planning and control

The headteacher, SLT and the governing body will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Staff to be aware of the Equality act and the protected characteristics	• Refer to the act during training	SLT	Long term	Annually	
Accessibility plan in place	• Accessibility plan is reviewed annually and updated every 3 years • The plan is coproduced with young people, their families, and other stakeholders	SLT	Short term	Annually	
SEND information report is linked to local offer	• SEND information report is published on the website • Local offer is available on the website	SENDco /SLT	Short term	Updated annually	
Learners are included	• Learners are involved in recruitment • All learners take part in enrichment activities • Staff understand the needs of learners • Staff focus on the positives/ strengths of a learner and build on them • Flexible groupings are utilised	All staff and learners	Long term	Review learner progress regularly - progress + action planning provision review points 6x per year.	More regularly when required to support SEND or emerging needs

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Building to be physically accessible for people with disabilities	• Ensure the majority of areas are physically accessible e.g. clear corridors of obstructions, entrances are clear • Where adaptations are not possible, consider moving classes to more accessible rooms to ensure inclusion • Fire systems to have both visual and auditory components	Site Manager SLT	Long Term	Ongoing Where newer access points, ramps instead of steps. Visible tape marking areas of concern for ViP learners	Sign in screen needs to be amended to ensure it can be lowered to be used by a wheelchair user
Pathways around the setting, parking arrangements, to be safe, easily accessible and well signed	• Ensure signs are clear • Disabled markings for parking to be highly visible and available	Site Manager	Medium term	September 2026	Step from parking to school entrance – not a smooth surface for a wheelchair user. Recommend explore works to improve this access.
Accessible toilets and changing facilities Transgender learners to have their needs met through reasonable adjustments to the facilities	• Ensure disabled access to hygiene suite - no build-up of first aid equipment or storage • Re name the accessible toilet to Unisex accessible toilet to have a place for transgender learners to go to the toilet and change in a safe space	Site Manger along with school staff	Long Term	Sept 26	Recommend that works planned, for door to be opening outwards to enable easy access

Classrooms and other learning spaces are well designed to support	• Ensure access to calm low sensory areas, which remain accessible	Class Teachers	Short Term	Staff review regularly	
pupils with disabilities, adaptations to be made where necessary	• Consider optimal organisation for learners with SEND – e.g., use of drapes to reduce noise, removal of clutter for ease of access, furniture and equipment selected and adjusted to improve inclusion • Consider the use of partitions where appropriate for sensory difficulties	Class Teachers	Short Term	Ongoing Children have access to calm and quiet spaces as part of their plans, along with ear defenders and sensory tools to support. Designated spaces for sensory circuits and movement breaks have been included in provision	
Accessible signage for learners with visual impairments	• All signs and symbols in Braille for visually impaired learners and visitors, pictures for those who with communication and learning differences	Site Manager – class teachers to support with pictures	Long Term	Sept 2026	Braille to be considered when new signs are invested in, unless necessary by a visually impaired student

Parents and learners are consulted regarding the accessibility of the schools' facilities	• Ensure parents are encouraged to support the reviewing of the accessibility plan Encourage leaners to support the review • of the school's accessibility	SENDco/SLT and Teachers	Long Term	Sept 2026	Parental views to be gathered through open events/ coffee mornings and parents evenings. Parents to be encouraged to come forward with possible solutions to accessibility concerns raised Translators are booked through PAB where needed, or use of google translate is offered. Communication apps can use translate functions to support access

Ensuring inclusion in the school community – 'NoOutsiders here'					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Learners to be included in all activities, events, trips and extracurricular events	• Accessible signage throughout the setting to be provided at all activities and events • Pupils with SEND to be included in forums like student council • Personalised support is arranged so that learners with SEND can attend trips, extracurricular activities, clubs etc • Support to be given to ensure financial difficulties do not prevent a learner with SEND attending • Learners and their families to be given explicit information about trips and activities well in advance so that preparations can be made	SLT, class teachers Site manager	Long Term	Ongoing as necessary	Regular risk assessments completed where necessary, trips are selected to meet the needs of the cohort and enable all learners to access where safe to do so
Transition is planned and personal for learners with SEND	• Transition packages to be put in place where key leaners' needs require additional support	Class teachers, outside agency support	Long Term	Ongoing as required	Groups like Friends and Lego therapy Social stories can all be used to support New starters are supported through our induction programme and additional support is identified where needed

					Teachers and other school communicate effectively to ensure transfer of key information and support takes place to enable smooth transitions
Support is available to support self-esteem, confidence and social skills	• School to provided small group support as required to develop self-esteem, confidence, and social skills	Pastoral team, teaching team Curriculum and routines	Long Term	Ongoing, as required	PSHE curriculum, coaching circles, Friends programme, 1:1 support, assemblies and school rewards structure
Good attendance	• Encourage families to work closely with the academy on improving attendance Support • for families from the Inclusion Team (attendance) to be accessed by the academy (in line the SLA).	Class teachers SENDCo SLT Inclusion Team	Long Term	Ongoing	Park Academy has appointed a family welfare officer and attendance officer to support your people to attend school regularly and support where needed
Learners with SEND and other characteristics are not bullied or discriminated against	• Academy to ensure that curriculum coverage includes content on protected characteristics at an age appropriate level. • Academy to take proactive measures to overcome bullying • Bullying and homophobic logs will be recorded on My Concern to ensure effective monitoring Anti-bullying policies and • approaches to be in place	SLT Class teachers	Long Term	Ongoing	As part of our recording system, any incidents of bullying are reported and investigated

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Learners with SEND are included in a broad and balanced curriculum	• Staff have regular and updated training re additional needs and how to best meet them • Learners with Disabilities are encouraged to take part in all aspects of the curriculum inc PE • Include pupils and parents in reviewing plans regarding curriculum access • Learners to have access to appropriate information technology to support access • Use of auxiliary aids	SLT, SENDco, subject leaders and Teachers	Long Term	Ongoing	Curriculum leaders, teachers and support staff are all part of ongoing conversations about adaptations and accessibility in lessons, along with providing provision through a flexible grouping approach, meting learners where they are able to enhance academic progress and access to a curriculum that meets their needs.

Staff have high aspirations and expectations of pupils with SEND	• Staff are given time to plan for pupils who need a highly Personalised curriculum • Cover staff are made aware of how best to meet learners needs with SEND in a hand over • Homework is accessible to all – hard copies, use of the internet, setting early etc • Staff to build positive relationships, support flexibility and facilitate independent learning – CPD to be offered to support where necessary • Staff to know how to implement inclusive classroom practice	All staff	Long Term	Ongoing	Staff work with parents and children to co-produce support plans and targets. Using pupil voice to guide next steps or support Staff access regular SEND specific training, through morning briefings/ weekly meetings/ twilight sessions throughout the year
Progress made by SEND learners is in line with that made by learners with SEND nationally	• Use a graduated approach when meeting the needs of learners with SEND • Use the 'assess, plan, review, do' cycle to inform the graduated approach to needs. • SENDco to support class teachers where appropriate • Homework is accessible • Curriculum access is reviewed with learners needs in mind as above • Learners to have access to appropriate information technology to support access	SLT, SENDco, subject leaders and Teachers,	Long Term – termly data points and pupil progress meetings	Ongoing	

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Information regarding SEND available on the website	• Access to the SEND information report via the website or hard copy on request. • SENDIASS to be promoted on the website • Invite parents to support us in ensuring the website is presented in a family friendly way • School will use the local offer to keep up to date with SEND developments • Signpost families who do not have the internet to one stop shops and libraries • Information can be requested in different languages and other accessible formats	SLT, SENDco, all staff	Long Term	Ongoing	**Updated as required and when new information is available**
Communication with parents and carers is effective from school, and to school	• Use of My Ed to support electronic communication with parents • Review meetings to be held, at times when parents can attend • Ensure that pupils know who they can contact for information, advice, and support	Teachers and front of house staff supported by SLT and SENDco	Long Term	Ongoing	SENDco email available on website Parents are able to directly contact the SENDco for advice and support, ask questions Pupils can identify key staff who they feel they are able to speak to about any worries

	• Information will be available in a variety of formats – easy read print, large print, symbols, and audio upon request • Use of interpreters at meetings to be developed further to support parental understanding of academy processes	Admin Team/ Pastoral support		Ongoing	The use of PAB translation service is used where needed. Documents can be translated upon request