PARKSIDE
COMMUNITY SCHOOL

Accessibility Plan

Member of Staff Responsible: D Mills, Deputy Headteacher – SENDCO
Review date: September 2027

Approved by AKE on behalf of SLT on 23 September 2026
Approved by Full Governing Body on 18 October 2026

'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'

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Statement of Intent

Parkside Community School – meeting the requirements of the Equality Act 2010

Parkside Community School is committed to ongoing accessibility planning that aims to meet the statutory requirements of the Equality Act 2010:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, Parkside Community School is committed to:

- identifying and removing barriers that disabled staff, parents/carers and external stakeholders have to make all elements of school life are accessible.

Parkside Community School is committed to providing adequate resources for the implementation of all plans related to the aforementioned aims and reviewing their impact periodically.

Parkside Community School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.

In considering what is reasonable the school will take account of:

- The practicalities of making adjustments
- Health and Safety factors
- School budget situation
- The interests of other pupils
- The need to maintain academic standards

All reasonable adjustments to school provision will be made to support pupils with disabilities. Consultation with parents and external agencies will determine strategies to support disabled pupils within school. Relevant information will be communicated to staff through a confidential Information and Guidance document to ensure staff awareness. Furthermore, staff INSET will be used to communicate accessibility issues of pupils at the beginning of each academic year and then as appropriate and as soon as is practicable to ensure further staff awareness.

No pupil will be discriminated against by excluding him/her because of their disability. The practice of "reasonable adjustment" is integral to all practices performed by the school and is in line with the school's values of **caring** about the **choices** we make that will shape the future of pupils, staff, parents/carers and external stakeholders.



This accessibility plan is compliant with current legislation relating to The Equality Act 2010. Parkside Community School aims to provide a curriculum and environment accessible to all its pupils and employees, personalised to meet individual needs and abilities, and free from discrimination on any grounds. This plan aims to ensure that, through careful planning, barriers to learning are eliminated over a period of time. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Reasonable adjustments are made to ensure that the school environment is as accessible as possible.

Parkside Community School is an inclusive school and is proactive in thinking ahead to anticipate the barriers that pupils, staff, parents/carers and external stakeholders with disabilities may face and takes active steps to minimise them so that all are included in all aspects of school life. This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all stakeholders with a disability can take full advantage of the education and associated opportunities provided by Parkside Community School.

The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan throughout each academic year. Governors will ensure, through the Headteacher and Senior Leadership Team, that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

2. Aims and objectives

Increase the extent to which disabled pupils can participate in the curriculum

- To ensure that all pupils have equal access to a broad, balanced and personalised curriculum.
- To provide access to the curriculum for pupils with disabilities, without disadvantaging the education of other pupils of the school.
- To ensure that pupils and staff with disabilities can participate fully in extra-curricular activities, clubs and school trips.
- To monitor those areas of the curriculum that are normally difficult for pupils with disabilities to access; where necessary, re-rooming to more easily accessible classrooms.
- To monitor the access to the curriculum for pupils with disabilities; personalising and expanding the curriculum as necessary to ensure that they are as equally prepared for life as their peers. This does not only focus on teaching but also includes the wider curriculum of the school, such as participation in after-school clubs, leisure activities and school visits. The school continues to seek and follow the advice of the Local Authority Services, such as specialist teachers and appropriate health professionals.

Improve the availability of accessible information to disabled pupils.

- Continually investigate what support and/or alternative approaches can be adopted to increase the choice/participation of pupils with disabilities at the school including liaison with outside agencies and the Local Authority.

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- To continue to improve the physical environment of the school to enable pupils and staff with disabilities to take better advantage of facilities provided and to improve the availability of accessible information to any person with a disability.

Remove barriers that disabled staff, parents/carers and external stakeholders have in order to make all elements of school life accessible

- To challenge any negative attitude displayed in relation to disabilities and to continue to develop a culture of awareness, tolerance and acceptance.
- Continually investigate what support and/or alternative approaches can be adopted to increase the choice/participation of staff, parents/carers and eternal stakeholders with disabilities at the school including liaison with outside agencies and the Local Authority.

3. The Equality Act 2010

The Equality Act 2010 defines a disability as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. 'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed and 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection. There are special rules about recurring or fluctuating conditions, eg arthritis.

3.1 Meeting the requirements of the Equality Act 2010

- This Accessibility Plan has been drawn up in consultation with the governors of the school.
- Parkside Community School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and external stakeholders regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.
- Parkside Community School will constantly monitor the needs, with a view to improving the accessibility of provision for all pupils, staff and visitors to the school.
- It is acknowledged that there will be the ongoing need to raise and maintain awareness for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- This Accessibility Plan should be read in conjunction with the Special Educational Needs and Disability Report and Special Educational Needs and Disability Policy.

4. Accessibility Plan requirements

This accessibility plan addresses the three strands of the statutory requirements:

- **increase the extent to which disabled pupils can participate in the curriculum** This relates to teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- **improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

This relates to improvements to the physical environment of the school and physical aids to access education.

- **improve the availability of accessible information to disabled pupils.**
  This relates to making written information that is normally provided by the school to its pupils available to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable time frame.

5. Identifying barriers to participation that inform the design of this Accessibility Plan

How does Parkside Community School increase the extent to which disabled pupils can participate in the curriculum?	**Yes**	**No**
Do we ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	✓	
Wherever possible are your classrooms optimally organised for pupils with disabilities?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in practical subjects including design and technology, music, drama and physical activities?	✓	
Do all staff recognise and allow for the mental effort expended by some pupils with a disability?	✓	
Do staff provide alternative ways of giving access to experience or understanding for pupils with a disability who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for pupils with disabilities?	✓	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	
How does the physical environment of Parkside Community School enable disabled pupils to take better advantage of education, benefits, facilities and services provided?		
Do the size and layout of areas including all classrooms, social facilities, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and toilet facilities?		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	

Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used to assist people to use buildings with tactile buttons?		✓
Could any of the decor or signage be considered to be confusing or disorienting for pupils with disabilities?		✓
Are areas to which pupils should have access well lit?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	
How does Parkside Community School improve the availability of accessible information to disabled pupils?		
Do you provide information in simple language, symbols, large print for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities?	✓	
Do you have the facilities to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disability?	✓	

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6. Accessibility Plan: Increase the extent to which disabled pupils can participate in the curriculum

All subjects adapt their curriculum in order to make it accessible to all pupils. Support is provided for some of the pupils who are underachieving or who need additional adult support due to their disability. It is essential that the atmosphere in classrooms is stimulating, positive and supportive and that differences between pupils are recognised constructively, and catered for. Resources are adapted according to the needs of the individual pupils.
Relevant staff are made aware of specific known medical problems and are expected to take appropriate action in a sensitive and discreet manner.
Pupils with temporary mobility restriction can have their classrooms partially or fully redesigned dependent on need and are permitted to leave lessons early.
Pupils with mobility restrictions will be subject to a formal accessibility plan.
The safety and wellbeing of pupils with special educational needs in emergency evacuation situation is considered.
Planning and risk assessments for visits and trips have to take into account the particular needs of pupils with disabilities.

Target	Action	Resources	Timeframe	Outcomes
Continuous development a range of learning resources that are accessible for pupils with different disabilities.	Subject Leaders to review resources in their curriculum areas.	Time / training	Periodically in line with school curriculum quality assurance calendar.	Pupils with disabilities have increased access to curriculum materials through: - the printing of copies of information displayed on the electronic projection screens/whiteboards as appropriate. - handouts and worksheets can be retained by pupils with disabilities as appropriate. - access to enlarged font as required or facilities to enable them to enlarge work for pupils with visual impairment as appropriate. - differentiation in lessons by teachers in order to meet the needs of pupils with specific learning difficulties and to enable them to plan and execute their work.
Teachers and Teaching Assistants develop their knowledge of different teaching styles. Identify suitable professional development opportunities.	Staff development. Teacher Observations.	Time / training	Periodically in line with school curriculum quality assurance calendar.	- Teachers use the guidance detailed in the Arbor Management Information System (MIS), including Individual Support Plans (ISP's) to inform planning to meet a wide range of learning styles. - Attainment and progress for pupils with SEN/disabilities demonstrates an upward trend to exceeding national averages. - Teachers and Teaching Assistants are aware of preferences expressed by pupils or their parents regarding how best to meet need.

Target	Action	Resources	Timeframe	Outcomes
All staff develop skills to deal with pupils who have specific disabilities.	Specific training for new and existing staff relating to disabilities experienced by pupils. Please see SEND CPD Portal.	Time / training DCC Educational Psychology Service	Periodically in line with school curriculum quality assurance calendar.	- Staff are able to identify the barriers, including changing and emerging needs, that pupils face and act swiftly to resolve them. - Staff have greater understanding of disability and trauma issues which impact on pupils' emotional well-being and their behaviour. Staff are equipped to de-escalate incidents should they arise. - The Behaviour Policy reflects a relational policy and trauma informed practice.
Disability equality issues are incorporated into Personal Development curriculum.	Pupils to address issues of disability, mental wellbeing and inclusion through Personal Development curriculum lessons, assemblies, and enrichment activities.	Programme of Study	Periodically in line with Personal Development Learning Journey.	- Pupils have greater understanding of disability/welfare issues.

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7. Accessibility Plan: Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

We aim to continually strengthen the physical environment of the school to increase the extent to which pupils, staff, parent/carers and external stakeholders with disabilities can take advantage of education and other services.

The school has enhanced the environment to meet the needs of stakeholders through disabled toilet facilities and accessibility where possible to a hoist if required. Furthermore, an automatic electric door has been installed in A-Block to support access to the working environment.

Whenever new buildings are constructed or existing buildings are renovated active consideration will be given, as a priority, to improve accessibility.

Until the school is fully accessible to people with all varieties of disabilities, pupils and staff will continue to pay close attention to the needs of the individual accessing the school. This will include the preparation of Education Health Care Plans and Personal Emergency Evacuation Plans.

Disabled parking spaces are located in the car park. The school will continue to take into account the physical and sensory needs of pupils, staff and visitors when planning and undertaking future improvements and refurbishments of the site and premises, this will include access, lighting, acoustics and more accessible facilities and fittings where appropriate.

Target	Action	Resources	Timeframe	Outcomes
Ensure fire and lockdown procedures take account of the needs of pupils with disabilities.	Review the needs of the identified pupils. Ensure that appropriate provision including places of safety have been established. Fire and lockdown procedures for wheelchairs and physical disabilities are in place.	Financial resources Time / training	Annually	- Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire.

Ensure that there is appropriate vehicle access for pupils with physical disabilities.	Review the needs of identified pupils. Ensure that appropriate provision and safety have been addressed.	Financial resources Site Management	Annually	- Identified pupils have access when required to disabled parking provision. - Spaces at the Reception, outside the Parkside Support Centre. - Disabled parking spaces clearly signposted.
Ongoing review access to the physical environment for pupils with physical disabilities.	Review the access to individual rooms, ensuring appropriate adaptations are made where feasible.	SENCO, Occupational Therapist	Termly	- If appropriate, physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service. - Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEN and Health Safety Policies.

8. Accessibility Plan - Improve the availability of accessible information to disabled pupils.				
Target	**Action**	**Resources**	**Timeframe**	**Outcomes**
Make information more accessible to pupils and parents/carers with disabilities	Printed copies of safeguarding protocols placed in main reception.	DCC guide to making information more accessible Pupil, parent/carer and staff feedback	July 2025	- Pupils with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.
To provide a hearing loop (either fixed or portable) in school.	Identify an appropriate system in line national recommendations.	DCC guide to making information more accessible Pupil, parent/carer and staff feedback	February 2026	- New Hearing Loop installed in Main Reception.