



Parkwood Hall
CO-OPERATIVE ACADEMY

ACCESSIBILITY PLAN 2021

Version 1 – March 2021

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SECTION 1 – VISION STATEMENT

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with moderate to severe learning difficulties and autism and other associated needs. At Parkwood hall Cooperative Academy, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality and Diversity Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effect

SECTION 2: AIMS AND OBJECTIVES

Our aims are to:

- Increase access to the curriculum for all pupils.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils through appropriate means of communication.

The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for all pupils	The Curriculum has been completely redeveloped for our pupils and is subject to ongoing review to ensure it meets the needs of all pupils. All teaching and therapy staff collaborate on the curriculum.	The implementation of the curriculum and assessment with Evidence for Learning is underway. This is being monitored to ensure pupils are making progress and that this progress can be evidenced and built upon.	Ensure the implementation of the curriculum and evidence for learning, so that it is accessible for all learners.	DHT(T&L) APs TLR Subjectleaders Teachers	July 2021
Improve and maintain access to the physical environment	Focus on classroom learning environment. Low arousal and active learning. Learning Environment Policy. Practice supported by MDT. Improved décor, furniture and disabled toilets.	Organise classrooms in zones. Implement Learning Environment Policy. Termly Learning walks to monitor. Training for staff.	Complete the planned improvements including Post 16, Zoning and review pupil access to ensure a positive impact on learning.	DHT (T&L) APs ABM	September 2019

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
Improve the delivery of information to pupils	Pupils have access to a range of communication tools. Many communicate using augmentative systems such as Makaton and PECS. Introduction of iPads. Implementation of SCERTS programme.	To undertake review of the effectiveness of communication strategies across the school: to ensure 'Total Communication' environment.	Complete a communication audit and update policy so that all pupils improve their communication skills	Lead Therapist Therapy Team DHT and APs	July 2020

SECTION 3: ACCESS AUDIT

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site team	Ongoing
Corridor access	Corridors are wide kept tidy and free from obstruction at all times	Maintain and ensure access	Site team	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually/ as needed	Site manager	Ongoing
Parking bays	Disabled parking bays marked	None required	Site manager	Ongoing
Entrances	Accessible side entrances, enclosed lobby	None required	Site manager	Ongoing
Toilets	Disabled toilets available and accessible.	Disabled toilets have been improved. Ensure service every 6 months	Site manager	Ongoing
Reception area	Accessible to wheelchair users via side entrance	None required	Headteacher	Ongoing
Internal signage	Some signs in place.	Audit signage. Organise zoning displays	Therapy team SALT. DHT	Summer 21
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site manager	Ongoing