



# Parley First School

## Accessibility Plan

# September 2024 to September 2027

**Date agreed:** September 2024

**Review date:** September 2027

**Developed by:** John Bagwell (Headteacher)  
Claire Aiken (SENDCo)  
Chris Morris (SEND Governor)

**Approved by:** School Standards Board

## **Introduction**

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

### **1. Vision and aims**

Our aim is for everyone at Parley First to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

### **2. Objectives**

At Parley First, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
  - a) the child
  - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

### 3. School context

Parley First School is

A copy of our floorplan is available upon request from the School Office.

### 4. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2024 academic year, 15% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- **Cognitive:** Includes attention deficit hyperactivity disorder (ADHD), autism spectrum disorder, and memory impairments
- **Learning:** Includes perceptual disabilities, such as dyslexia, dysgraphia, and dyscalculia
- **Mental health:** Includes anxiety,
- **Sensory:** Includes hearing loss, visual impairment, and blindness
- **Physical:** Includes congenital conditions, long-term injuries, and progressive neuromuscular diseases
- **Respiratory:** Includes respiratory conditions
- **Immunological:** Includes immunological conditions
- **Speech and language:** Includes speech and language disabilities

### 5. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Parley First School. This told us that:

- Materials and resources are adapted to meet the needs of all learners personalised to meet individual requirements
- The Physical Environment is adapted to meet the needs of learners although more improvements are needed to ensure the Physical Environment meets those children with visual impairments.
- Use of the technology is used to meet the needs of children and their parents to ensure communication is accessible. For example using alternative text/font

## **6. Consultation**

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

These consultations told us that:

- Communication from the School is clear and relevant to the needs of the parents
- Systems of communication are easy to access
- The school environment meets the needs of the pupils and adults.

## **7. Previous actions**

### **Access to the curriculum**

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- Adapting the resources and teaching to meet the needs of pupils
- Ensuring teaching resources are fit for purpose

### **The physical environment**

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Improved lighting and installation of blinds to improve the environment for visually impaired children

## **Access to information**

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Using different font types and size
- Use of contrasting colours to enable children to access materials

## **8. Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

- NASEN Advice and materials
- SCULPT Advice and materials

## **9. Other policies**

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

## **10. Implementation and monitoring**

Our Accessibility Plan shows how we will continue to improve accessibility at Parley First for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Castleman Academy Trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through regular School Standards Board meeting and Governor Learning walks (SEND and Health and Safety)

This Accessibility Plan runs for 3 years and will be updated in October 2027. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Parley First complaints procedure covers the Accessibility Plan.

## 11. Accessibility Action Plan

### Increasing access to the curriculum

Outcome 1			
<b>What outcome do we want to achieve?</b>	To ensure that all children have equal access to the curriculum making at least good progress		
<b>What actions will we take to achieve this?</b>	Through the development of the Curriculum plan we will identify specific resources and ways in for children with disabilities to ensure that they can fully access the key learning.		
<b>How can we tell if this is successful?</b>	We will monitor the number of children who are keeping up with the curriculum in addition to an identified disability.		
<b>When will this work be done?</b>	September 2024 to July 2025		
<b>Approximate cost</b>	Staff release time to plan for the adaptations £20000		
<b>Responsible person(s)</b>	Headteacher	<b>Date complete</b>	

### Improving the physical environment

Outcome 1			
<b>What outcome do we want to achieve?</b>	To improve accessibility in the toilets across the School linked to improving Safeguarding		
<b>What actions will we take to achieve this?</b>	Total refurbishment of the children's toilets to ensure that there is easy access for children with disability including those who are neuro diverse.		
<b>How can we tell if this is successful?</b>	All children in School can access the toilet facilities		
<b>When will this work be done?</b>	Summer 2025		
<b>Approximate cost</b>	£40000		
<b>Responsible person(s)</b>	Headteacher	<b>Date complete</b>	

## Making information more accessible

Outcome 1			
<b>What outcome do we want to achieve?</b>	Ensuring that we have information accessible to all on the School Website using appropriate font and also colour contrast.		
<b>What actions will we take to achieve this?</b>	Review all of the content of the website starting with the key Information and presenting it using the SCUPLT guidelines		
<b>How can we tell if this is successful?</b>	Parent Survey and testing of the site to see if information is easily accessible.		
<b>When will this work be done?</b>	Academic Year 2024/25		
<b>Approximate cost</b>	No cost		
<b>Responsible person(s)</b>	IT Team (TRUST)	<b>Date complete</b>	