

Parkfield School Accessibility Plan – Dorset House, 2014 to 2015

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short term	Raise awareness of all employees of the definitions of disability as defined in the DDA and the rights of all stakeholders in terms of the DDA.	Information event at the staff training in September. Publicise relevant policies and websites to all employees.	All employees are aware of the issues and have an understanding of how this impacts in Disability Equality both in respect of their employment and the students entitlement.	September 2014	Compliance with DDA reg's. Managing the school environment and professional practices to improve outcomes for staff, students and other stakeholders with disabilities.
Short term	Ensure that the needs of all stakeholders are understood and documented.	Send out questionnaires to all employees and parents/carers to gather information Collate data as it is returned	All data has been collected and collated ready for use in informing any adjustments to the building and teaching practices.	September 2014	Data has been put into a usable form and reasonable adjustments made
Short term	Monitor the physical environment to identify areas that may require attention	Regular visual inspection of: steps, stairways, kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts and floor coverings.	Urgent items for consideration will have been identified to enable medium and long-term planning to happen. Repairs and / or adjustments addressed.	Ongoing	Visual inspection report completed and submitted to the Principal. Repairs / adjustments made

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Medium term	Every teacher and support assistant is aware of the issues surrounding accessibility to the curriculum with particular reference to visual impairment and physical impairment	All teaching and support staff aware of necessary adjustments for individual staff, students and stakeholders	All teachers are aware of the optimal requirements and are making every effort to ensure that these are being met or that awareness has been raised with relevant person(s)	Ongoing	Every classroom/teaching area is optimally organised for students with disabilities as far as is practically and reasonably possible.
Medium term	Every classroom/teaching area is optimally organised for students or staff with sight, hearing or physical impairment.	Seek advice from SENCO and other professional bodies. Identify the areas in most need of alteration and prioritise.	The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate these students.	Easter 2010/2011	Every classroom/teaching area is optimally organised for students with disabilities as far as is practically and reasonably possible. All students irrespective of level of impairment are equally able to access the curriculum

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	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Medium term	Parkfield is prepared for receiving any students with physical disabilities.	Continue consultation with the LA, feeder schools and parents / carers on potential new students and review current provision. Consider the implications of adapting the school to be able to meet these students' needs.	Taking into account the short-term future of this site and building reasonably practicable measures have been taken to ensure equal access to the curriculum for all students.	Ongoing	All new students irrespective of level of impairment are equally able to access the curriculum.
Long term	Discussion and consultation with the EFA, MACE, construction company and architects to ensure that the new site is fully compliant with reference to DDA and accessibility to the curriculum.	Joint planning of the Renovation / new build to ensure that it serves all needs with regard accessibility.	New site fully DDA compliant with a cycle of review of accessibility.	December 2014	New site enables access to all students, employees and visitors to the site irrespective of level of impairment.