



ACCESSIBILITY POLICY

This document is based on current legislation and the requirements as specified in Schedule 10, relating to Disability and Equality Act 2010 and part 4 of the Disability Discrimination Act 1995 (DDA).

The Governing body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Governing Body has three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled less favourably for a reason related to their disability;
 - to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
 - to plan to increase access to education for disabled students.
1. Parkfield School's Accessibility Plan will be consulted when other school planning documents are being written and will be reported upon annually in respect of progress and outcomes.
 2. The Accessibility Plan is structured to complement and support the school's Equality, Diversity and Community Cohesion Policy and objectives and will be published on the school website.
 3. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, and to developing a culture of inclusion, support and awareness within the school.
 4. Our school aims to be a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for all of our students:
 - girls and boys;
 - minority ethnic and faith groups;
 - students who need support to learn English as an additional language;
 - students with special educational needs;
 - students with disabilities;
 - able, gifted and talented students;
 - students who are vulnerable;

5. Parkfield School's Accessibility Plan presents a model of access for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
- Increase the extent to which disabled students can participate in the curriculum, expanding the curriculum as necessary to ensure that they are as equally prepared for life as are the able-bodied students; this covers teaching and learning, and the wider curriculum of the school, such as participation in afterschool clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment that may assist these students in accessing the curriculum within a reasonable timeframe;
 - Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education, benefits, facilities and services provided within a reasonable timeframe;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
6. We collect information from parents, previous schools and the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The accessibility action plan will ensure that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
 - The SENCO has an overview of the needs of disabled pupils.
 - There are high expectations.
 - There is appropriate deployment and training of learning support staff.
 - Successful practice is shared within the school.
 - The school works with partner schools.
 - Disabled pupils have access to extra-curricular activities.
7. Whole school training will recognise the need to continue raising the staff and governors' awareness of equality issues with reference to the Equality Act 2010 and the Disability Discrimination Act 1995.

8. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Equality, Diversity and Community Cohesion Policy
 - Health & Safety Policy
 - Special Educational Needs & Inclusion Policy
 - Preventing Bullying Policy
 - School Development Plan
 - School Prospectus and Aims and Objectives Statement
9. The Accessibility Plan will be published on the school website.
10. The Accessibility Plan will be monitored through the Governing body.
11. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.