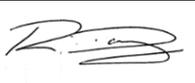




THE PARKGATE ACADEMY
LABOR OMNIA VINCIT

Accessibility Plan 2023 – 2025

Written by	K Mallinson (SENDCo)
Date for Review	January 2025
Approving Body	Principal
Signed Principal	

Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in all subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

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***Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better***

THE PARKGATE ACADEMY ACCESSIBILITY PLAN FOR 2021/24

1.) PURPOSE OF PLAN

The purpose of this plan is to show how The Parkgate Academy intends, over time, to increase the accessibility of our school for disabled pupils.

2.) DEFINITION OF DISABILITY

Disability is 'a physical or mental impairment (including sensory and hidden) which has a substantial (more than minor or trivial) and long-term (over 12 months) adverse effect on a persons ability to carry out normal day-to-day activities.'

(Equality Act 2010)

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes pupils with severe disfigurements

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection

It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy

3.) LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education.

4.) CONTEXTUAL INFORMATION

The Parkgate Academy has a long and proud history of inclusion for disabled pupils. The Parkgate Academy used to be two separate buildings but now is one. The infants and juniors were joined and a link corridor created. The building is all on one level.

There is a disabled toilet on each side of the building one located across from the current F2 class and the other across from the current Year 3 class. There is wheelchair access to all doors and entrances to the building. All the classrooms are accessed by an external door which allow for wheelchair access.

The playground areas can be accessed by the ramps at the external doors. Disabled pupils may need support by parents/carers when entering the school garden courtyard as currently there is no ramp and the ground is uneven.

5.) THE CURRENT RANGE OF DISABILITIES WITHIN THE PARKGATE ACADEMY

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis. Please refer to the SEND register for more details.

We have a number of children who have other medical conditions such as congenital hyperinsulinism, diabetes, cerebral palsy, epilepsy, nystagmus and asthma. All relevant staff are appropriately trained to support these pupils. Please refer to the medical list which holds more specific details of these children.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. Please refer to the SEND Policy for more details.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which is accessible for First Aiders and appropriate staff members.

6.) INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

7.) STRENGTHS OF ACCESS PROVISION

- All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.
- Door access to buildings has been modified to accommodate wheelchair users.
- Disabled toilets are available for adults and children.
- Available changing facilities to meet the needs of children who are not yet bladder and/or bowel continent.
- Visual timetables are available in all classrooms.
- Staff use Makaton signs and symbols to aid communication. Key words are worn on staff lanyards.
- Staff are trained to deliver an exercise programme to support pupils with Developmental Co-ordination Disorder.
- All staff attended whole school training on Autism in July 2020.
- Individual physiotherapy programmes are delivered to specific pupils.
- Specific speech programmes, designed by the Speech and Language Therapy Service are delivered to individuals and groups of children.
- The school have their own Speech and Language Therapist who attends school once a week to work with those children identified by teaches.
- Home/school communications are designed to be jargon free with the use of visual aids to promote clear understanding for adults with learning difficulties.
- First day calling allows parents with physical and or learning difficulties to communicate with school regarding their child's welfare in a private and non threatening way.
- Schools and Family Support Service support pupils in school.
- We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning

Process will be the vehicle for considering such needs on an annual basis.

- Any visits the disabled child attends are risk assessed and we work closely with parents and the safe handling advisor.

8.) WEAKNESSES OF ACCESS PROVISION

- An audit of furniture available for disabled adult use has yet to take place (Children needing specific furniture requirements are catered for).
- Access controls for all doors are not at correct height for wheelchair or mobility scooter users.
- Brochures, policies etc are not available, in different sized fonts or Braille for the visually impaired.
- An audit is needed of school resources to ensure that they promote positive images of people with disabilities.
- Access to the school garden courtyard.

9.) THE GENERAL DUTY

We actively seek to undertake the requirement to:-

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons, not representing them in a demeaning way, pretending they don't exist or not representing them anywhere at all.
- Encourage participation by disabled persons in public life.
- Respect the wishes of disabled children in our setting.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

10.) DEVELOPING A VOICE FOR PUPIL, PARENTS/CARERS AND STAFF

- All children have open access to staff, including Senior Management, and the Academy Council representatives.
- Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- The school SENco is available for parents to access either by appointment or by dropping by.
- Individual targets are shared with children.
- Individual targets are shared with parents and carers at Parent Consultation.
- Alternative arrangements are offered for parents and carers who cannot attend scheduled meetings.
- Leaflets explaining Special Needs Assessment and Procedures are given to parents and are also available online.
- Children are involved in their target setting and meetings when appropriate.
- Parents and carers are made aware of all meetings, curriculum developments, activities etc in the newsletter. Parents/guardians are encouraged to let school know if they have difficulty reading. Alternative arrangements are then made such as phoning key information or reading newsletters to them.
- Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children.
- Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- Parents and carers may request reports to assist with medical assessments e.g a supporting letter to take to the GP.
- Parents and carers are made aware of the support available to them from Parent Partnership.
- Children with disabilities have access to all extra-curricular clubs.

- Meetings take place within school to support children and their parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home.

11.) REMOVING BARRIERS

- All buildings are accessible for adults and pupils.
- Staff training and support from the SENco regarding disabilities is on going e.g. deaf awareness, Dyslexia, Autism, Downs Syndrome.
- Support Services and Family SENco provided on going support and advice for staff and pupils.
- Education Plans for pupils with disabilities are reviewed termly.
- Therapists work in school along side Teachers and TAs to support disabled pupils e.g. Physiotherapist, Speech Therapist.
- Specialist equipment enables some pupils to access the curriculum e.g. radio aids, standing frames, specialist tricycles, wheelchairs, computers.
- Children with continence issues have allocated support staff to support with changing.
- Additional funding from HLN and AFN is requested to support some pupils with disabilities to access the curriculum.
- Staff recruitment and progress in line with DCFS policy.
- The admissions policy does not discriminate against children with disabilities.
- The raising of staff awareness with regard to disability issues is ongoing, in order to negate discrimination.

12.) DISABILITY IN THE CURRICULUM, INCLUDING TEACHING AND LEARNING

All pupils access their curriculum entitlement.

Following assessment of a child's specific need, alternative arrangements may be made to support individuals and or groups to achieve their potential (intellectually, socially and emotionally) through:

- one to one in class support
- withdrawn one to one support

- small group support within the classroom
- withdrawn small group support
- setting
- nurture groups
- physical programmes

13.) ELIMINATING HARASSMENT AND BULLYING

- The Parkgate Academy recognises that harassment and bullying takes place within all such institutions. All allegations are investigated thoroughly and appropriate action taken. Any incidents are logged on CPOMS.
- The school regularly leads sessions in assembly and class with regard to bullying.
- In order to raise the profile and positive image of children with disabilities, achievements are celebrated regardless of whether they have been made in or out of school during a weekly assembly.

14.) REASONABLE ADJUSTMENTS

- Adjustments are made within class through effective differentiation, resources and support.
- Teaching and pastoral arrangements are flexible and designed to meet specific needs.
- Specialist equipment is used to support children within the classroom and in PE.
- Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.
- Additional dedicated adult support is available to enable specific children to be supported in school during breaks and at lunchtime, if necessary.
- Exercise programmes are provided to support individual needs e.g. Cerebral Palsy.

- Speech and Language programmes provide additional support within school so that children do not have to be withdrawn for Clinic sessions and can be given frequent therapy.
- Time out and quiet work areas are provided for children with Autism.
- Medication (with parental consent) is given.
- Monitoring of blood sugar levels and the administration of snacks are undertaken for Diabetic pupils. Monitoring of blood sugar levels for the pupil with congenital hyperinsulinism are undertaken and responded to as per medical guidance.
- Epileptic pupils are monitored for 'absences' and fits.
- Seating arrangements within class are taken into account pupils with hearing and visual impairments.
- Classrooms are screened and modified, if necessary, if acoustically unsuitable for a child with a hearing aid.
- Dietary requirements are catered for e.g. food allergies, gluten intolerance.
- Inhalers are kept in school for asthmatic children and taken out at lunchtime and on school outings.
- Access arrangements remain under constant review.

15.) SCHOOL FACILITY LETTINGS

- The school lets out the Cadet Hut, up to twice a week from 6.00pm – 9.00pm. The hut is located on the school field, and The Ollerton Army Cadets enter the school grounds through the gate on Whinney Lane. The site manager is responsible for opening and locking the gates. The Ollerton Army Cadets have their own key to access the hut. The letting is up for renewal in 2022.

16.) INFORMATION, PERFORMANCE AND EVIDENCE

Pupil Achievement

Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Needs Register.

Learning Opportunities

Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment.
Curriculum plans promote the understanding of disability.

Admissions, Transitions, Exclusions (including SEBD)

The Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities.

Social Relationships

There are a number of children within school who have disabilities who are providing good role models for the other children.

Employing, promoting and training disabled staff

All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

Staff training needs are assessed by the Training Co-ordinator and allocated according to individual needs, school priorities and funding.

17.) THE BOARD OF TRUSTEES.

Trustees follow their duty with regard to the implementation of the General Duty by

- Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers.
- Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- Ensuring the maintenance of academic and other standards for pupils with a disability.
- Taking into account the Health and Safety needs of disabled and other pupils within the school.
- Reviewing practices and procedures on a continuing basis.
- Ensuring that recruitment and retention of all staff reflects the legislation regards the rights of disabled adults.
- Maintaining an overview of consultation procedures and outcomes.

18.) Accessibility Target Plan

<i>Targets</i>	<i>Strategies</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Goals Achieved</i>
Check list of children with dyslexia/dyscalculia, ADHD, on Autistic Spectrum, Speech & Language difficulties, Attachment issues, Visual/Auditory impairment, Downs Syndrome etc. and review learning aids and strategies.	SENco to audit learning aids and strategies and introduce additional ones if need be. Seek advice from appropriate agencies and implement training.	New resources in place. On-going Staff training to address needs.	April 2023	Increased access to the Curriculum.
Check list of furniture available for disabled adult use.	SENco to audit furniture use for adults with disabilities.	Ensure adults working at or visiting the school can do so comfortably.	April 2023	Building accessible for all.

19.) CONCLUSION

The Parkgate Academy is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. On-going staff training is a priority in our responsiveness for the future.