



Park Hill Junior School

Accessibility Plan

Park Hill Junior School is part of the Greenshaw Learning Trust.
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Park Hill Junior School Accessibility Plan

January 2025

This Accessibility Plan applies to Park Hill Junior School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Clara Waxer

This plan was approved by the Governing Body on: 23rd January 2025

This plan is due for review by: January 2026

Park Hill Junior School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Park Hill Junior School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Park Hill Junior School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Park Hill Junior School

Park Hill Junior School is a three form entry junior school.

Park Hill Junior School is a site comprising one main building, a large playground, a Multi-Use Games Area (MUGA), a woodland/outdoor learning area and one large field. There are two staff/visitor car parks; one at the front of the building, and a second on the field. The visitor’s car park gates are accessed via an electronic entry phone system. Both car parks require staff to use a key fob/passcode to access them. The main paths and car park areas are lit by time-controlled lights and lamp posts. Pedestrian walkways are clearly marked with signs stating ‘Office Entrance’ and ‘Pupils Entrance’.

The main building is divided into two separate wings which are on two storeys, without any form of lift to the second floor. The E-Learning Suite is based on a mezzanine floor. The ground floor consists of the: lower school wing (Y3 & Y4), upper school wing (Y5 & Y6), refectory (kitchen), hall, atrium, hub, school office and staff room. The ground floor classrooms (3 in Y3; 3 in Y6) and Learning Support Rooms are accessed up a small set of steps on both sides of the building. To access the upstairs classrooms (currently Y4 and Y5), two flights of stairs are required. There is a disabled toilet in the Y6 area. The school is, for the most part, well lit by natural light. The school is not fitted with sound loops. Some classrooms, and the office areas, are carpeted, helping to absorb background noise. There is space for disabled parking in the car park. To access the field from the playground, a flight of steps is required. The atrium can be accessed from the playground via a ramp, however there are no ramps to the classrooms.

Park Hill Junior School's vision for disabled pupils:

Park Hill Junior School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Park Hill Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff receive regular CPD training e.g. Positive Handling and First Response</p> <p>Year Teams are in constant communication to aid the transition of pupils with a disability.</p> <p>Current trips and residential are open to all pupils.</p>	<p>Ensure all staff have specific training on conditions and disability issues affecting access to curriculum</p>	<p>a) Audit pupil needs termly b) Arrange SEND training accordingly (e.g., autism, dyslexia, dyscalculia, speech and language)</p>	<p>Inclusion Manager/SENDCo/CPD Leader</p>	<p>Ongoing</p>	<p>The additional needs of pupils with disabilities are known and understood. Staff are knowledgeable in their support of pupils with SEND.</p>

		<p>Ensure all staff make curriculum access adjustments for pupils with additional needs</p>	<p>a) Produce SEND pupil profiles/pupil conference with pupils on an individual basis as appropriate b) Share information with all staff, including peripatetic teachers c) Handover meetings at the end of the year to pass on information about children with additional needs to next Year Group Leader, Class Teacher and Learning Support Assistant. d) Transition booklets created to support children with additional needs moving to a new year group if required,</p>	<p>Inclusion Manager/ SENDCo /Class Teacher/Year Group Leader</p>	<p>Ongoing</p>	<p>Pupils with SEND are accessing the curriculum, making good progress and participating fully in school life</p>
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		<p>Ensure all educational visits and trips are accessible to all pupils</p>	<p>a) Class teacher and Year Group Leader to liaise with SENDCo about the trip b) Class teacher and SENDCo to vet venues and means of transport for suitability. c) Book cab or minibus if necessary d) Include specific pupils on risk assessments e) Where necessary provide 1:1 adult support for specific children</p>	<p>Inclusion Manager/ SENDCo /Class Teacher/Year Group Leader</p>	<p>Ongoing</p>	<p>All pupils are able to access all educational visits and take part in a range of activities</p>
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		<p>Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum</p>	<p>As required: a) Liaise with physiotherapy and occupational therapy services as necessary to support children with mobility, balance, coordination and motor skill difficulties b) Liaise with Hearing Impairment Service to support children with hearing impairment c) Liaise with Visual Impairment Service to support children with visual impairment d) Liaise with Autism Outreach Support Service to support children with autism e) Liaise with Speech and Language Service to support children with speech and language difficulties f) Provide general adapted equipment and resources such as pencil grips, non-slip mats, ear defenders, visual timetables, etc.</p>	<p>Inclusion Manager/ SENDCo /Class Teacher/</p>	<p>Ongoing</p>	<p>Barriers to learning are removed through the use of recommended resources</p>
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			g) Use assistive technology creatively to support children with communication difficulties, e.g recording ideas on i-pads, laptops and voice recorders			
		Ensure PE is accessible to all pupils	<p>a) The PE curriculum is fully accessible</p> <p>b) Staff have had training in adapting the curriculum and supporting pupils with additional needs</p> <p>c) There are a range of resources e.g., bigger, softer balls, non-slip equipment, and different size equipment for different heights and sizes</p> <p>d) Staff consider methods for pupil groupings and for supporting children's social interaction skills</p> <p>e) Staff understand how to support children with low confidence levels or anxiety about noise or free flow movement</p> <p>f) Provide extra group or 1:1 support for pupils with additional needs</p>	PE Subject Leader/ Inclusion Manager/ SENDCo /Class Teacher	Ongoing	All pupils participate in PE and make good progress with their PE skills

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramp from playground to atrium • Corridor width • Disabled parking bays • Disabled toilet in Y3 area 	<p>Maintain safe access for visually impaired users</p>	<p>a) Check exterior lighting is working on a regular basis b) Use tape or paint to highlight edges, corners, or protrusions which may be a hazard in the environment and on play equipment</p>	<p>Premises Manager / Health & Safety Officer</p>	<p>Ongoing</p>	<p>Visually impaired users feel safe in school grounds. Children know where edges / ends of equipment are</p>
		<p>Ensure all disabled users can be safely evacuated</p>	<p>a) Audit and ensure safety measures are in place b) Ensure there is a personal emergency evacuation plan (PEEP) for all pupils and staff with a disability. c) Ensure all staff are aware of their responsibilities in evacuation by being aware of the PEEP and risk assessments for SEND children d) If a person cannot use the stairs, put arrangements in place for evacuation via ramp e) Ensure staff are aware of need to keep fire exits clear</p>	<p>Head Teacher/ Inclusion Manager/ SENDCo / Premises Officer</p>	<p>Ongoing</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>

		Provision for pupils with walking difficulties to be allocated easy access classrooms	a) Rearrange year groups if needed, so that pupils can access a downstairs classroom. b) Use a ramp to access the office/hall/refectory from the playground.	Head Teacher/ Inclusion Manager/ SENDCo /Premises Manager	Ongoing	Pupils with walking difficulties can access a classroom.
Improve the delivery of information to pupils with a disability/EAL	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Visual Timetables • Translation Tool on the website to allow multilingual access • Rooms are labelled with room name and picture if needed • Some large print resources • Pictorial or symbolic representations 	Ensure pupils and parents for whom English is not their first language have improved provision of information in key home languages	a) Translate key documents and policies into home languages where requested b) Book interpreters for parent meetings if required	Head Teacher / Inclusion Manager/ School Business Manager	Ongoing	Pupils with EAL make better progress in their learning. Parents with EAL are more engaged with their children's learning. Parents with EAL feel welcomed by the school and are more involved in school activities
		Ensure provision of information for parents who have difficulty in reading and/or writing.	a) Documents uploaded to the website in PDF format so they can be read aloud at home. b) Staff to assist with completing forms/reading documents if required.	Head Teacher/ Inclusion Manager/ SENDCo / Year Group Leader/ Class Teacher	Ongoing	Parents with literacy difficulties feel welcomed by the school and are kept up to date with school activities.