



Park Hill Junior School

Accessibility Plan

Park Hill Junior School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Park Hill Junior School Accessibility Plan

January 2026

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 Griffin - Assistant Head Teacher

This plan was approved by the Governing Body on: 5th January 2026

This plan is due for review by: January 2028

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 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.

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 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 lampposts. 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, families 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:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Training and advice given to staff teaching pupils with disabilities	All staff working with named pupils have a clear understanding of the needs and how to ensure the curriculum is fully accessible to them. Pupils have full access to the curriculum.	SENCO	Training conducted on <ul style="list-style-type: none"> - SEN Register and identifying need - understanding behaviours communicating a need - attachment theory - PDA training 		
Further increase representation of pupils with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Pupil body representation will reflect its diverse nature.	Senior Leadership Team	<ul style="list-style-type: none"> - All pupils who are interested are considered for pupil leadership roles and are not limited by any disability. 		
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for pupils with SEND	SENCo/SLT	<ul style="list-style-type: none"> - Effective monitoring of provision maps and monitoring interventions. 		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every classroom has access to specialist equipment and furniture	No pupil has impaired access to learning as a result of a	SENCO/Head Teacher	Specialist equipment ordered and delivered through SENCO.		

where necessary	lack of equipment.				
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No pupil is impacted by a lack of accessibility to the building and environment that is within our current building plan.	School Caretaker	Weekly site inspections are conducted. Staff have efficient way of reporting hazards around the school		

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	School Office	More accessible formats available upon request.		
Ensure website is written in user friendly language with as little complex vocabulary as possible	Parents and pupils feel fully involved in the life of the school and can access important information	SENCO/ Head Teacher	Website is being updated frequently		