

Parkfields Accessibility Policy and Plan 2026 - 2029



Date	Reviewed	Amendments made	Responsible person
January 2026	☒	☒	Katie Owen
January 2027	☐	☐	
January 2028	☐	☐	
January 2029	☐	☐	

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Objectives

The objectives of this plan are:

- To ensure all disabled pupils are fully involved in school life and are making good progress.

- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabilities/pupils.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Disability Act. The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

Monitoring arrangements

This document will be reviewed formally every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the local governing board and the headteacher.

It will be approved by the governing board.

1. Increase the extent to which pupils with disabilities can participate in the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

Our aim is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Reviewed progress
SEND and Medical Information including additional needs to be clear, accurate and up to date.	Inclusion First Aid	The SEND Information Report reflects the current need of the pupils being supporters. Ensure all Individual Learning Plans have been updated and implemented. Ensure all Medical Care plans are implemented and up to date. Ensure all new starts have shared relevant information and a medical plan has been created. Ensure all staff have been informed and the plans are accessible for all members of staff. Meetings to be held with parents where care plans need updating. Annual reviews held to ensure EHCPs have been updated in line with need of the child.	Relevant paperwork Scheduled time for meetings Clear communication through briefing and emails	Ongoing	SEND / Medical needs information will be up to date. All staff will be fully aware of the pupils that require additional adaptation and support.	☒ 2026 ☐ 2027 ☐ 2028 ☒ 2029
Effective communication and parental engagement	Whole staff team	Regular meetings with parents, including phone calls to promote supportive relationships with parents.	Up to date and amended EHCPs Individual Learning Plans updated and reviewed yearly.	Ongoing	Increase of parental engagement	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
All school policies to be reviewed for their impact on people with disabilities.	Inclusion	All school policies to be reviewed for their impact on people with disabilities.	Governor time SLT time	Ongoing- all policies to be reviewed within 2 years.		☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029

				In progress		
Work with lower schools where they agree to enhance earlier assessment and specialist support, especially through the Trust.	Inclusion and HOY5/8	To identify pupils who may need additional support and adaptations within their learning experience. To share information with our outgoing pupils to Upper school. SENDCO to attend annual reviews of pupils joining the school to have a clear understanding of need, and build positive relationships with parents and feeder schools.	Time	Ongoing	Successful transition from other schools	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Training for staff on increasing access to the pupils through adaptive teaching for all learners, to remove potential barriers.	CPD Lead (DHT) SENDCo	Robust CPD Package, available for all staff. Internal and external training from agencies (EP / ASD / SENDAT / SALT / OT). Staff information meetings to address adaptive teaching strategies. Sessions with staff to ensure understanding.	External support CPD Calendar Time	Yearly	Staff confident and knowledgeable in adapting teaching practise to meet the needs of the pupils they teach.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
The use of appropriate assessment tools for pupils working at pre key stage.	SENDCo / Subject Leaders	Use of teacher assessment to identify pupils of concern. Screener tools used to identify needs. Use of external agencies (EP) to support assessments. Robust EHCNA (EHCP needs assessment) application to further support the pupils working significantly below key stage.	Assessments Teachers External Agencies	Ongoing	Children working at pre key stage will have consistent and appropriate assessment to help identify need.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Support for pupils with specific learning difficulties (dyslexia, dyscalculia, global delay, learning difficulties)	SENDCo Teachers	To enable pupils with dyslexia and other learning difficulties to have a good record of enrichment requirements and participate in enrichment tasks. Specific strategies outlined with the pupils' Individual Learning Plans (ILP). Clear instructions in class, and minimal visual distractions in class for the pupils.	ILP Consistent expectations	Ongoing and dependent on pupils individual needs.	Pupils will be supported with adaptations to be able to access the curriculum.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
To ensure that the medical needs of all pupils are met fully	SENDCo	To work with parents and medical teams to ensure all information is up to date.	Staff meeting Working with	Ongoing and dependent	Pupils needs are met and all advice is implemented to	☒ 2026 ☐ 2027

within the capability of the school.		Work with parents to make relevant external referrals to support needs. Access and referrals to additional funding to support the complex needs of the pupils.	parents Working with external agencies	on pupils' individual needs.	ensure, where possible, we are able to meet the needs of the pupils.	☐ 2028 ☐ 2029
Appropriate use of specialised equipment to benefit the individual needs of pupils	SENDCo Teachers	Laptops accessible to those pupils that need them. Writing slops for pupils that need these. Specialised equipment within the classroom that need them, with the support of the OT (Occupational Therapy) Team. Coloured overlays for pupils with explicit need for these. Fidget aids, chew aids, weighted blankets, wobble cushions, pencil grips are also available for pupils that require these.	Staff awareness Working with parents Explicit permission through ILPs OT advice	Ongoing and dependent on pupils' individual needs.	Pupils needs are met and all advice is implemented to ensure, where possible, we are able to meet the needs of the pupils.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Appropriate use of interventions and their success and impact.	SENDCo Subject Leaders LSAs	A robust intervention plan that covers all areas of SEND and curriculum. A clear monitoring and review cycle to ensure that pupils that require these needs are met. Utilisation of LSAs to deliver these, with the correct training and support being offered.	Training for intervention Resources to support Classroom Clear timetable	Ongoing and dependent on pupils' individual needs.	Pupils will make progress against their baseline.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
All children are visible in the curriculum and resources	SENDCo	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Book looks Learning walks / picture building	Termly timetable for picture building	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Supporting pupils with special dietary requirements.	Technology department	Technology department to review cooking tasks to ensure that pupils and staff are able to avoid allergens as necessary.	Staff time Clear pupil list	Ongoing depending on needs of	All children will be able to access the school curriculum.	

NUT FREE SCHOOL		All departments review tasks involving foods to ensure that allergens are avoided where possible and pupils with allergies are able to avoid exposure. Consider the needs of those with allergies in reviewing the guidance to parents/carers. Approach catering contractor to: Provide clearer labelling of packed foods. Provide a menu with details of allergens which can be made easily available to pupils, staff and visitors.	and information cascaded to all staff centrally	the pupils		
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2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Reviewed progress
Plan school visits to ensure that all pupils can participate and take account of the needs of differently able-pupils. Staff request fuller data on venues, including information on disabled access, toilets etc and visit sites to check these facilities.	EVC Lead SENDCo Headteacher	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential trips. Clear communication with staff and parents with expectation and experience of the trip.	Risk Assessment Evolve Time for pretrip - if required	Ongoing	To ensure that visits are accessible to as many pupils as possible where consistent with health and safety.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029

Ensure all children feel safe and involved at playtimes	SLT	Adults supervising the playgrounds. Challenge clubs, available and accessible to all pupils, information shared with pupils daily, staff and parents.	MDSA Training and meeting Weekly meetings	Ongoing	Children feel safe in school.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Maintain safe access round the interior and exterior of the school. Maintain safe access around the interior and exterior.	SLT Site manager All staff	Ensure all areas are safe and walkways and other areas are clear. Communication with parents through letters /newsletters/ website. Safety improved with parking	SLT Meetings Premises Walks	Ongoing	There is safe access throughout the school.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
To make effective use of the Sensory Room, quiet spaces	SENDCo All staff	Children use the Sensory Learning Zone away room for regulation.	As and when this is needed	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Supporting pupils through our Hearing Inclusion Provision	Teacher of the Deaf Teachers	All classrooms have a sound field system to support the pupils within the Hearing inclusion Provision. Carpets and acoustics furnishings within the HIP area to ensure that the pupils are able to access the curriculum. All videos and resources accessed with subtitles as default setting.	Teacher of the Deaf Maintenance of sound field system	Ongoing	Children will be able to access their learning across the school, not just in the ARP.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Supporting pupils with physical disabilities	SENDCo External Agencies Site Manager	All areas in the school are accessible via wheelchair. Pupils can access via the lift if adjustments are to be made. Handrails and supports available in the area for all visitors to access. Disabled toilets located at various points in the school. Automatic doors at the front of school with lift	Time Specialist equipment, as directed by OT Team. Upkeep of premises	Ongoing and dependent on pupils' needs.	All pupils have access to the school, regardless of physical need.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029

		access to reception. Doors with automatic access located throughout the school building. Specialist equipment available for us in the Technology and science rooms, depending on needs of the pupils. Adjustable tables available within the mains stream classroom, where needed. Medical room for intimate care of medical procedures ie - diabetic injections, stoma changes. Furniture in room to be organised to enable full access for all pupils.				
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3. Improve the availability of accessible information to pupils with disabilities

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Reviewed progress
Review documentation on website to check accessibility for parents	SLT Office Team	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Time for updating	Ongoing	All parents will be able to be aware of what is happening at school via the website.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029
Ensure written materials are available in alternative formats	SLT Office Team	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite	Google Translate Office Time	Ongoing	Parents are able to access all information	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029

		parents in who may need support completing forms.				
Ensure that communication and information is available through various platforms.	SLT Office Team	Ensure that the school social media is up to date and that parents have clear communication regarding how to access this. Information for parents / carers to be sent via email and / or text message - depending on severity of information.	Social Media Time	Ongoing throughout the year	Parents will be able to access information on multiple channels to ensure that information is clear and not missed.	☒ 2026 ☐ 2027 ☐ 2028 ☐ 2029