

Park Primary Academy Accessibility Plan 2025 – 2027

Objective	Task/Action	Led By	Success Criteria
Curriculum: Ensure all staff are aware of any disabled children's curriculum access.	Disabled children to have individual access plans where necessary	SENDCo/Head of School	- All staff aware of individual pupils' access needs where necessary - Raised confidence of support staff
To support all children with medical conditions (e.g. anaphylaxis, Type 1 diabetes) to enable them to take a full and active part in school life	- Liaise with parents and school nurse and discuss ways in which pupils can be supported at school. - Ensure that reasonable adjustments are made to support pupils. - Continue to provide an alternative lunch menu for pupils with allergies	SENDCo/Head of School	- Pupils with medical conditions are able to take part in all aspects of school life. - School staff receive appropriate medical training - Pupils with allergies and diabetes are able to have school meals
Improved access to the NC for children with S&L difficulties	- Utilising NHS/consultant speech and language therapist through: - Staff INSET, individual staff support, parent support, interventions	SENDCo/Head of School	Barriers to learning due to speech and language difficulties are reduced.
To continue to refine and develop the curriculum for high needs pupils	- Implement and refine curriculum plans, supporting pupils to achieve their individual targets and using responsive teaching to ensure learning is appropriate - Monitor and assess through IEP	SENDCo/Head of School/Class teacher	High needs pupils are well supported to make good progress on the assessment tracker and/or towards their individual targets

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Wider Curriculum To make extra-curricular clubs (before and after school) accessible to pupils with disabilities.	• Provide additional support for pupils with disabilities where needed. • Ensure all club leaders improve accessibility for pupils with disabilities. • Ensure that there are opportunities to attend appropriate clubs.	SENDCo/Head of School	• All children have an increased opportunity to participate in extra-curricular activities
Ensure all education visits have had reasonable adjustments made to allow pupils in protected groups to have access where appropriate	• Identify any barriers to access • Organise staffing, equipment and transport to ensure these pupils attend trips.	SENDCo/Head of School/Class teacher	• Pupils in protected groups are able to attend educational visits
Environment • To improve mobility in the school environment. • Ensure all fire escape routes are suitable for all • To maintain current equipment (lift, Evacuchair, disabled	• Examine and audit the school building to ensure all areas are accessible • Review Fire policy to ensure adequate evacuation procedures for people with mobility impairments • Ensure sufficient staff are trained in using the Evacu chairs in	SENDCo/Head of School/School Business Manager	• The physical environment of classrooms, and the rest of the school are fully accessible • All disabled staff, pupils and visitors are able to have safe independent accessibility to exits in emergency situations. • All disabled staff, pupils and visitors are able to evacuate safely in emergency situations.

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toilet, ramps) for all disabled pupils/adults	the event of needing to evacuate people with mobility impairments		Pupils with disabilities are able to access buildings and take part in all aspects of school life
To improve the working conditions for members of protected groups	- Identify staff member with disability/medical issues - Investigate specific resources needed - Make reasonable adjustments to roles - Liaise with occupational health - Organise healthcare plans	SENDCo/Head of School/School Business Manager	Staff in protected groups are able to carry out daily tasks with ease
Access to information - Improve the dissemination of information to disabled parents - Review information to parents/carers to ensure it is accessible	- Respond to any requests for school information to be made available in alternative formats (e.g. large print, audio etc.). - Review admissions procedures to ensure we are aware of any access needs of parents or carers.	SENDCo/Head of School/Class teacher	Parents receive information in a format that they can access
Attitudes To promote positive attitudes to disability.	Review curriculum including PSHE and assemblies to ensure pupils have opportunities to find out about people with disabilities in a positive manner	Head of School	Pupils and staff express positive attitudes to disability