Park Hall Academy accessibility plan January 2020 – January 2023

Here at Park Hall Academy we recognise and are fully committed to our duty under the Equality Act 2010 to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to promoting positive attitudes in regards to disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plan is a three year plan and relates to our School Development plan & Equality Diversity and Cohesion policy.

Park Hall Academy is a large academy which is built over two levels. A proportion of classrooms are accessible at ground level. However due to the way in which the building was constructed some classrooms are inaccessible to wheelchairs. We make all reasonable adjustments to accommodate all.

The Accessibility Plan aims to improve the accessibility of provision for all pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan will contain relevant actions to:

 • Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

• Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.

• Ensure accessibility of access to written information for pupils, staff, parents and visitors with disabilities. Where ever possible information will be made available upon request in various prepared formats in a reasonable timeframe.

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| Intent | Implementation Monitoring Resources Time Scale | Impact |
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| **To improve access to the curriculum** | **Learning and Teaching*** Incorporate Quality First Teaching into all teaching and learning. All staff
* Ensure all pupils are appropriately challenged to meet the diverse needs of all learners. All staff
* Meeting of individual pupil need through the adaptation of teaching and learning to meet the preferred learning styles of all pupils’ e.g. multi-sensory – sand trays for kinaesthetic learners, auditory learners – rhymes, raps, songs and music, visual – pictorial resources. All staff, PLJ Looks
* Additional resources support individual pupil access to the curriculum (e.g. visual timetables, scaffolding materials) All staff
* Ongoing program of CPD for all staff to reflect diverse needs of children within the academy. (Delivered by Leaders for Inclusion/ external agencies)

**Pupil Attainment, Progress and Outcomes*** Raise attainment through engagement, immersing learners through the creative and innotative use of technology, enabling access for all (use of 1:1 Ipads for all pupils from years 1-yr6.) All staff, Computing Lead/ iLeaders
* Termly analysis of data undertaken by class teachers, LSA’s, senior leaders and governors to ensure all pupils are making at least expected progress. All staff, SLT
* Personalised pupil passports involve pupils and parents in collaborative working to set SMART targets to ensure expected progress is achieved. Learning support staff regularly annotate and review progress against objectives, monitoring the impact of interventions. All staff, pupils, parents, Leader for Inclusion to monitor passports (Termly)
* Quality first personalised interventions for Pupil Premium and SEN pupils are planned and delivered to close attainment gaps. All staff, Directors of Learning & Teaching Termly
* Proactively ensure the early Identification of needs and provide personalised support for children and families. Extended Home School Link Worker
* Remove barriers to learning through multi agency approach (identify clear actions and timescales). Extended Home School Link Worker.

**Social, Emotional and Mental Health*** Develop positive mental health, preparing today’s children for tomorrows world by building resilient, balanced and happy minds. All (Delivery of ‘My Happy Mind’) September 2020
* Meet and greet sessions, emotions rating scales, what went well, individual promoting positive behaviour plans to raise self-esteem and improve behaviours for learning. All staff, Leader for Inclusion

Book Looks, Lesson Looks, Planning, Learning Walks, Planning Scrutiny - Termly |  |
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| Intent | Implementation Monitoring Resources Time Scale | Impact |
| **Improve access to the physical environment to increase access to learning.** | * To ensure that access to school buildings and site can meet diverse pupil needs.
* Ensure that classrooms are optimally organised to meet the needs of all pupils. As some classrooms within the school are inaccessible to pupils with mobility difficulties reasonable adjustments are made (considered at all transition points to ensure best use of school accommodation).
* Identify needs and actions for future improvements.
* Incorporate accessibility into any proposed structural alternatives.
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| Intent | Implementation Monitoring Resources Time Scale | Impact |
| **Improvements in the provision of information in a range of formats for all.** | * All lesson plans consider the adjustments needed for all. All staff
* iPads will enable all learners to access information in formats which best suit all individual needs, e.g. in pictoral format, audio formats, visual representations etc, translation for EAL pupils/ families. All staff, Computing Lead (March 2020)
* Feedback to learners through the use of technologies will enable all learners to engage with and respond to feedback. All staff.
* Continually monitor the ways in which we communicate with families. SLT
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