

## **PARK SCHOOL – [17B] ACCESSIBILITY PLAN**

### **1. ETHOS AND AIMS OF PARK SCHOOL, BOURNEMOUTH**

- 1.1 Park School aims to offer the highest quality of teaching, learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs/disabilities (SEND) can bring to school life.

### **2. CURRICULUM**

- 2.1 We aim to create a happy school where children can work, play and succeed in a friendly, secure and supportive environment. The children are taught to be Polite, Ambitious, Resilient and Kind (PARK) values showing respect and consideration for all those they work and play with.
- 2.2 Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation are overcome. We support our teaching and non-teaching staff with relevant training (INSET). We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.
- 2.3 This document also applies to the children and staff of Park School Nursery. The Nursery accepts children from the age of 6 months to the September before they turn five, when they move into a Reception class either at Park School or elsewhere. The Nursery is supported by the SENDCo and the Local Authority SENDO
- 2.4 We work hard to ensure all our pupils are fully integrated into school life and participate in the whole curriculum together with extra-curricular activities (including school visits) wherever possible taking into account their specific needs.

### **3. ADMINISTRATION**

- 3.1 We have an admissions policy and criteria which promote inclusion for entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school. Please refer to Special Educational Needs and Disability Policy for more information.
- 3.2 We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Park School. We regularly review our staff's needs to ensure these are being met, this is done formally at least once a year through appraisals.
- 3.3 At Park School we have set up a School Accessibility Committee process which is part of the Senior Leadership Team's Remit. This team consists of the Headteacher, the Nursery Manager, the Pastoral and Medical Lead, Health and safety officer and the site manager with additional members of SENDCo/Health & Safety Officer. We may co-opt additional members whose expertise in any field would be of assistance. The team will review the following:

The school's policies, procedures and facilities with respect to disabilities

- Make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- Review the school's Special Educational Needs and Disability policy.
- Review this accessibility plan.

- 3.4 As appropriate we provide written information to pupils in ways that are user-friendly and fully support the pupils in their learning experience.
- 3.5 The School's Accessibility Committee monitors on an ongoing basis our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils are taken into consideration as appropriate. Our INSET and continual review process helps us ascertain staff's understanding of disability and accessibility and to prioritise for our pupils with SEND. We communicate throughout the process with our pupils' parents to develop their understanding of the child's needs and how our provision supports them. The results of this ongoing evaluation will inform our school accessibility plan for 2026. The plan will be circulated to teaching and support staff as determined by the policy review team.
- 3.6 We will regularly monitor the success of our actions, and the plan will also be reviewed annually by the School's Accessibility Committee (as above). The Headteacher will report on how targets have been met in her reporting to the School Governance Board (and explain what impact they have had on the achievements of pupils with disabilities.) Parents will also be kept informed.

#### **4. PREMISES**

- 4.1 We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which all pupils (including those who are disabled) are able to take advantage of the education and associated services offered by the school. We have a mobile ramp which may be used to access the entrances to buildings.
- 4.2 A PEEP will be generated where a pupil requires one.

#### **5. ACTION PLAN 2024-2027**

- 5.1 The following areas have been considered by the School's Accessibility Committee and are regularly monitored.

- Admissions
- Attainment

Attendance

Curriculum

Exclusions

Extra-curricular activities

Representation of, and to, the School Governors Physical school environment

- Selection and recruitment of staff
- Sporting education and activities
- Accessibility
- Staff training
- Welfare

The results of Park School's continuous monitoring of the above has informed the attached action plan which is based on the ISI Handbook for regulatory requirements. This action plan covers the next 3-year period but will be reviewed annually and amended to include any new provision as needed and direct INSET programmes to cater for the needs that we are seeing.

Target	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short term)
Adjustments for Hearing/visual disabilities	<ul style="list-style-type: none"> <li>• Training for appropriate staff as needed and arranged</li> <li>• Alterations to premises as required/possible</li> </ul>	SENDCo	As required	Children have equality of access to curriculum, premises and learning	As required.
Staff training for DLD	<ul style="list-style-type: none"> <li>• Staff training for staff working with children who have a diagnosis of DLD.</li> </ul>	SENDCo	SEN budget	Staff improved knowledge.	April 2026
Assessment for access arrangements for school tests	<ul style="list-style-type: none"> <li>• Budget for cost of assessments</li> <li>• Discussions with all staff</li> <li>•</li> </ul>	SENDCo	SEN Budget	Equality of access to tests and exams.	As required.
Identification of dyslexia	<ul style="list-style-type: none"> <li>• Discussions with class teacher</li> <li>• Permission from parents for screening</li> <li>• In school screening</li> </ul>	SENDCo	GL Screening	<p>Screening: initial risk quotient determined for selected pupils</p> <p>Assessment: report recommendations to be implemented to support child</p>	Summer 2025
Children/staff with significant medical needs	<ul style="list-style-type: none"> <li>• Advice on home learning/working as needed</li> <li>• Liaison with specialist nurses/parents</li> <li>• Risk assessment for time in school/specialist provision as required</li> </ul>	<p>SENDCo</p> <p>Headteacher</p> <p>Medical and Pastoral Lead</p> <p>Class teacher</p>	<p>As needed to fulfil reasonable adjustments</p> <p>Staff /TA support</p>	Access to school as needed	Ongoing