

School Accessibility Plan - Updated May 2026

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Park View Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Park View Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Single Equalities Policy

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The Family Support Worker provides additional support for pupils and their families and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Educational Psychologists
- Primary Behaviour Support
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
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Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Park View Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats. This Access Improvement Plan is reviewed annually by the FGB. In addition it will be reviewed three yearly by the DES Working Party following consultation with the larger school community, school council and questionnaires.

Accessibility Plan	
Priority 1 We are committed to ensuring that all pupils, including those with SEND and disabilities, can fully access a broad, balanced and ambitious curriculum.	
• Embed a consistent and high-quality ordinarily available provision (OAP) offer across the school, ensuring inclusive Quality First Teaching meets the needs of the majority of pupils without the need for additional intervention. • Ensure all classes implement clearly defined class education plans / provision maps, outlining individual needs, barriers to learning, targeted strategies and expected outcomes, which are reviewed regularly and inform day-to-day teaching.	
Intended impact: All pupils are able to access learning alongside their peers, participate fully in school life and make strong progress from their starting points, with inclusive practice embedded consistently across the school.	
Priority 2 To ensure that pupils with the most complex SEND, including those who are currently unable to access the full class-based curriculum, are supported through highly personalised, specialist provision that promotes engagement, communication, independence and readiness for learning.	
• Provide a focused, adapted provision for pupils with the most complex needs who are unable to consistently access the mainstream curriculum, ensuring that their learning is appropriately matched to their developmental stage and individual needs. • Carefully structure the provision with: ○ Visual supports and communication systems ○ Sensory regulation resources and calm spaces ○ Highly individualised routines and learning activities • Pupils to follow personalised programmes prioritising communication, engagement, independence and emotional regulation, alongside appropriately adapted academic learning where possible, overseen by the school SENCo.	
Intended impact: Pupils with the most complex needs are well-supported to engage in learning, make meaningful progress from their starting points, and develop confidence, communication and independence.	

Priority 3

Continue to ensure that our resourced provision effectively supports deaf pupils in accessing a mainstream curriculum and participating fully in all aspects of school life.

- Continue to ensure British Sign Language (BSL) is embedded as an integral part of the curriculum in Key Stage 2, with explicit teaching for all pupils.
- Promote the use of BSL across the school, with an increasing number of pupils and staff developing confidence in using key signs. This inclusive approach strengthens communication, reduces barriers to learning and social interaction, and ensures that deaf pupils experience a strong sense of belonging within the school community.

Intended impact:

Deaf pupils access learning confidently alongside their peers, with communication supported effectively across all areas of school life. The consistent use of British Sign Language (BSL) by pupils and staff strengthens inclusive practice, leading to improved communication within classrooms and social spaces. This will help deaf pupils build a strong sense of belonging at Park View.