**SOUTH PARADE**

**Accessibility plan 2023-2025**

Section 1: South Parade welcomes its general responsibilities under the Equality Act 2010 to have due regard to the need to:

 • promote equality of opportunity between disabled and non-disabled people;

• eliminate discrimination that is unlawful under the Equality Act 2010;

 • eliminate harassment of disabled persons that is related to their impairments;

• promote positive attitudes towards disabled people;

• encourage participation by disabled people in public life;

• take steps to take account of a disabled person’s impairments, even where that involves treating the disabled person more favourably than other people.

 **The Equality Act 2010 replaced all existing equality legislation:**

 • Disability Discrimination Act

• Race Relations Act

• Sex Discrimination Act

Purpose of the plan The Department for Education (DfE) published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

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

• Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

• Improving the availability of accessible information to disabled pupils

Definition of disability according to the Equality Act 2010 Section 6 of the Equality Act 2010 says that a person has a disability if the person:

 • Has a physical or mental impairment, and

• The impairment has a substantial and long-term adverse effect on the person’s ability to carry our normal day-to-day activities

The new act gave schools a public sector equality duty (PSED) to advance equality of opportunity between people who share a protected characteristic and those who do not.

There are 8 protected characteristics: race, gender, religion, disability, sexual orientation, gender reassignment, pregnancy and age.

The protected characteristic that concerns predominantly, but not exclusively, to a primary school is disability.

**School aims and values**

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

* To create a school environment in which children and adults feel mutually supported, nurtured and safe
* To develop a curriculum which is exciting, aspirational and prepares children for life in the real world and the world of work
* To ensure that excellence permeates every aspect of school life
* To develop confident, resilient learners who overcome problems
* To develop a lifelong thirst for learning

How the plan links to other documentation and policies

At South Parade we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

The accessibility plan will be reviewed annual or at point of admission of children requiring additional reasonable adjustments. The plan’s focus on the physical environment, curriculum, and written information.

 We have produced an action plan to ensure that we fulfil our general and specific duties under the Equality Act 2010. It focuses on the physical environment of school, access to the curriculum and accessibility of written information.

As a LA maintained school we work in partnership with all the services that support the school through LA service level agreements. Complaints procedures Our complaints policy is published on our school website. A paper copy is available by request from our school office.

 **Section 2: Aims and objectives**

Our aims are to:

• Increase access to the curriculum for pupils with a disability

• Improve and maintain access to the physical environment

• Improve the delivery of written information to pupils

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| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to be completed |
| Increase access to the curriculum for pupils with a disability | Visual Impairment- VI Team support identified pupils. Where required materials are reformatted for pupils. VI expert at G7 to oversee work with VI pupilReading scheme books purchased at increased font size and/or brailled for VI pupils Hearing Impaired- HI Team support identified pupils. Supply of auxiliary aids and services for disabled students where they are not being supplied through SEN plans or from other sources. Pupils accessing OT support- where need identified specialist seating provided for classroom use and in school access to OT support and assessment.ASD- Access to assessment and monitoring from WISENDSS. Provision of learning support materials (eg Visual timetables. Children identified as having an impairment that has a substantial and long-term adverse effect on their ability to carry our normal day-to-day activities will have a care plan in place. Mental health- Mental health lead Amanda Fowles/ Future in Mind/ Star Bereavement and CAHMS workers. Referrals made when required eg Autism assessment, WASP, Education psychology, WISENDSS. | Assessment of individual pupil needs completed when identified with VI and appropriate interventions / support put into place to enable access to the curriculum as appropriate. Assessment of individual pupil needs completed when identified with HI and appropriate interventions / support put into place to enable access to the curriculum as appropriateAssessment of individual pupil needs completed when identified with sensory or physical needs and appropriate interventions / support put into place to enable access to the curriculum as appropriate. Assessment of individual pupil needs when identified as having ASD traits and appropriate interventions / support put into place to enable access to the curriculum as appropriateTo ensure that identified children have access to the curriculum as appropriate to their needs. To ensure children suffering from anxiety/loss etc can access the full curriculum | Cycle of review of impact of VI support and planning meeting for parents with professionals. Identification of requirement for OPP, MSP or EHCP. Cycle of review of needs, involvement of parents and medical professionals as appropriate. Ensure care plan is updated as requiredEnsure all resources available for SEN pupils such as sensory aids. | Amanda Fowles SENCO | On going |
| Improve and maintain access to the physical environment | Disabled parking bays for staff or visitors and level parking layby adjacent to pedestrian access to school in place. Steps are line painted for pupils with visual impairment. Access to playground is possible without using steps. Accessible toilet and other children’s toilets adapted with aids where required. Physical seating arrangements appropriate to needDisplay posters around school with protected characteristics | Staff or visitor access via car park with shortest walking distance to main entrance. Parents who require a permit on school grounds and surround road closure to gain from office.VI children, staff, visitors movement around school enhanced. Independent toileting for staff and pupils as appropriate. Toilet space appropriate size to allow support as required. Staff that need adapted chairs, tables etc purchased when needed. VI staff supported with enlarging text and additional laptop resources | Ensure staff and visitors are aware of parking facilities. Ensure that lines on steps are refreshed with paint as required.  Risk assessment completed as appropriate. Reasonable adjustments made as appropriate | Amanda FowlesRebecca Hedges | On going  |
| Improve the delivery of written information for parents and pupils | School website has links to the local offer provision in Wakefield. School website has extensive sign posting and information for parents – SEND, Mental health, bereavement etc.  | School prospectus to be rewritten to include additional information in line with the Equality Act 2010 | School Prospectus to include information for parents of children with a disability.Information to be supportive of separated parents. | Rebecca Hedges / Amanda Fowles | July 2024 |