



Park school for Girls

3 Year Accessibility Policy

2016-18

This policy applies to the whole school, including the EYFS

The staff and Governors of Park School for Girls are committed to providing an environment which values and includes pupils, staff, parents and visitors regardless of physical, sensory, social and cultural needs.

However, the main school building was constructed in 1880s over 3 floors. The style and layout of the building does not make it practical to install a lift. There are numerous internal steps and narrow corridors and the Governors have considered that it is not practical to modify this area.

The school extended its premises in 2007, the new building is fully wheelchair accessible and includes an adapted disabled toilet and a lift. The Prep School is housed in this part of the building. The Senior School also uses the top floor of this building where English, French, Chemistry and RS are taught.

Students up to Year 6 with mobility issues can access most of the curriculum, with the exception of specialist Art and ICT rooms which are housed in the old building. Some younger classes take these subjects in their classroom, which is wheelchair accessible.

Students in the Senior School with mobility issues are currently only able to access the ground floor of the old building.

Approved by Governors June 2017

Next review June 2020

Aim 1: To increase the extent to which disabled pupils can participate in the whole school curriculum

We shall reduce and eliminate as far as practically possible barriers to access to the curriculum to ensure students with a disability can fully participate in the activities of the School community,

Short/medium/long term	Target	Strategies	Timescale	Responsibility	Success criteria
Short	To review all statutory policies to ensure that that they reflect inclusive practise and procedure.	To comply with the Equality Act 2010	Ongoing	HT	Clear working approach
Short	To establish close liaison with Parents	To ensure collaboration and sharing between school and families through “person centred planning”.	Ongoing	HT/all staff	Clear working approach
Short	To establish links with outside agencies for pupils with on-going health issues	To ensure better collaboration between all personnel involved.	On going	HT/First aiders/Parents/Social Services	Clear working approach

Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Short/medium/long term	Target	Strategies	Timescale	Responsibility	Success criteria
Short	Improve physical environment of school	Currently the building is suitable for disabled children	Summer 17 with a 3-year plan	HT/Bursar/Govs	

		<p>up to Year 6; Senior School students have access to the second floor of the building for specific lessons.</p> <p>Plans being considered to make the old building more accessible to disabled children. Consideration needs to be given to creating an opening from the new building to the old building to enable access to the second floor of the old building.</p>			
Short	Ensure disabled parents have very opportunity to be involved in school activities	Most activities for parents are in downstairs hall which has wheelchair access through the tunnel. Staff are always prepared to see parents wherever convenient	On going	HT	Consider the individual needs of disabled parents, access can be provided.
Short	<p>To permit parents with mobility issues to be involved in school activities</p> <p>Parents are provided with easy</p>	<p>All concerts etc. are held in ground floor hall, or studio, which are fully accessible. Toilets are available at ground level.</p> <p>Parents evenings will be held at ground floor area for parents with mobility issues</p> <p>The school has limited staff</p>	On going		

	parking	parking, but a space can be reserved for disabled visitors on request. Car parking is being reorganised, a disabled space may be included.			
Medium	Improve Community links	New Head Teacher is building links with community and trying to meet local groups and businesses.	On going	HT/Bursar/Staff/ Governors	More Community liaison

Aim 3: To improve the delivery of information to disabled students and parents

Short/medium/ long term	Target	Strategies	Timescale	Responsibility	Success criteria
Short	To identify and support parents with hearing or visual impairment.	Provide interpreter at parent meetings as required. Determine best way of communicating in each identified case.	Ongoing	HT/all staff	Clear working approach together.
Short	To establish close liaison with Parents of children with needs.	To ensure collaboration and sharing between school and families through "person centred planning".	Ongoing	HT/all staff	Clear working approach together.
Short	Assist visually impaired students and parents to get	To ensure that bright safety tape is affixed to all edges of	On going	HT/Estates manager	Clear working approach

June 2017

	around school premises.	steps to aid visually impaired parents and students when the need arises.			together.
Short	To ensure children with SEND can access the curriculum.	We have a teacher responsible for SEND and another training to be our new SENCO for September 2017. All staff share concerns and SEND teacher organises assessments as required	Ongoing	HT/All staff/teacher responsible for SEND	Clear working approach together.
Medium	To provide staff with appropriate training to identify and support students with medical conditions.	Training from outside specialist. Use of on line resources.	Training all staff April 17	External	Staff can deal with situations arising
Long	Review in school record keeping	New SENCO in 2017-18 to review	By Dec 17	SENCO/HT	

Aim 4: To support students who, whilst participating in school life, cannot undertake a full course of study

Short/medium/long term	Target	Strategies	Timescale	Responsibility	Success criteria
Short	To identify students who struggle to cope with a full lesson workload	Staff will discuss concerns confidentially at staff briefings which occur 3 times a week and share concerns	Ongoing	All teaching staff	Students are better able to cope with reduced workload
Short	To work with students and parents to agree a plan of learning which best suits the needs of the student.	SENCO/HT/subject specialist to meet parents	As required	HT/SENCO/HoD	

June 2017

Medium	To develop in house skills to better identify the needs and capabilities of students with early intervention.	Within a small staff team, we are training a teacher to develop specialist skills, to be in post for September 2017.	September 17	HT	Student support is successful, achievement gained in reduced curriculum.
Medium	To train more teachers to support students with learning needs.	Use staff with spare time within their teaching commitment to provide appropriate support.	2017-18	HT	All staff time and skills are fully used appropriately