

Accessibility Plan



Reviewed by: Mr Foster (Headteacher) and Mrs Hughes (SENCO)

Review date: March 2027

This accessibility plan is reviewed at least every three years, or sooner if significant changes occur. Progress against the plan is monitored by the Senior Leadership Team and reported to the governing body. The governing body holds the school to account for compliance with the Equality Act 2010.

1. Old Park's Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- **Increase the extent to which pupils with disabilities can participate in the curriculum.**
- **Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.**
- **Improve the availability of accessible information to pupils with disabilities.**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The school recognises its anticipatory duty to consider and remove potential barriers to access for pupils with disabilities before they arise

We are proud of our ethos of inclusion, collaboration and respect for one another. We strive to create a safe, caring environment for all our pupils to experience success, happiness and excellence. We have a close liaison with parents and outside agencies. All school users will benefit from the school's equality policy as it will allow them to take full benefit of the opportunities that this school offers.

Old Park is a purpose-built school with a high level of physical accessibility, and the school continues to identify and remove barriers where reasonable. We are a school that can be easily accessed by wheelchair users having wide corridors with ramps and door openings; disabled toilets/shower room. All outdoor areas are fully accessible.

There is on-site car parking for staff, which includes an area for disabled parking. All entrances to the school are flat and have wide doors fitted. The main entrance features an automatic door and has been fitted with a low-level counter, thus being fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [Schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). In carrying out this accessibility plan, the school also has due regard to the Public Sector Equality Duty under section 149 of the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Not all pupils with disabilities have SEND, and not all pupils with SEND are disabled under the Equality Act 2010; however, this plan applies wherever statutory duties arise.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is the same content, accessible and provided in a timely manner. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations (Widget) 	<ul style="list-style-type: none"> • Liaise closely with the Multi-Cultural Development team where there are language barriers. 	AC-H	When required	All pupils with a disability can access information
<p>Ensure that school communication is accessible to all parents where there are barriers with literacy or language or vision/hearing impairments</p>	<ul style="list-style-type: none"> • Work with multi-cultural agencies to identify where translations are needed. • Ensure website/newsletters/letters are accessible to all. • Newsletters/letters are translated for families where requested without an additional charge. 	<ul style="list-style-type: none"> • Liaise closely with the Multi-Cultural agencies where there are language barriers. • Explore accessibility options for the school website – for example text to speech. 	<p>AC-H</p> <p>SM/JF</p>	<p>When required</p> <p>Ongoing</p>	All parents with a disability can access school information

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To ensure that pupils are not discriminated against when applying for a school place</p>	<ul style="list-style-type: none"> • School follows the admissions policy as set out by Telford and Wrekin Council. • SENDco works with families on entry to identify the needs of the child to provide the support needed. • Medical need plans are completed on entry for pupils who have additional medical needs with our Pupil Welfare manager. • Liaise with previous settings to ensure a smooth transition. 	<p>First day call to all Parents.</p> <p>Support from Pastoral Lead / EWO to work with parents.</p> <p>Work with families and relevant agencies to remove barriers to attendance, escalating in line with statutory guidance where all reasonable adjustments and support have been exhausted.</p> <p>Governors attend reviews and Attendance Panels.</p>	<p>HT/Governor</p> <p>HT/Governor LA</p> <p>Admin staff AN LC JB</p> <p>HT/Governor Teachers</p>		<ul style="list-style-type: none"> • Admissions policy and criteria do not disadvantage any groups of pupils and that action will be taken to remove any inequalities that are identified. • Comprehensive information about the pupils' ethnicity, first language and religion will be included in all admission forms. • The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils. • Staff who follow up absence are aware of and sensitive to relevant community issues. • Provision will be made for leave of absence for religious observance and this includes staff as well as pupils. • Provision will be made for pupils on extended leave to cover missed work.