

# Accessibility Plan



**Reviewed by Headteacher: Mr Foster**

**Review date: March 2026**

## **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.

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, fully accessible building for any person with physical disabilities. 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](#).

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.

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.

### **3. Old Park Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM                                                            | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                                                                | PERSON RESPONSIBLE                                                                               | DATE TO COMPLETE ACTIONS BY                                                                                | SUCCESS CRITERIA                                                                                                                                             |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils.</li> <li>Staff work with appropriate outside agencies to support children with physical disabilities.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. sloping boards, wobble cushions.</li> <li>Curriculum resources include examples of people with disabilities.</li> <li>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils.</li> <li>Our school ensures that all school clubs and educational visits are available to all pupils including those with a disability.</li> <li>Additional Inclusion Funding is applied for if applicable.</li> <li>SENCO regularly attends SEND network meetings.</li> </ul> | <ul style="list-style-type: none"> <li>Analyse data to ensure that pupils with SEND are making expected progress from their starting point through the use of Insights.</li> <li>All venues for visits to be check and risk assessed prior to visit.</li> <li>Training has been undertaken for the Literacy Pathway – roll out to further staff members</li> </ul> | <p>SENCOS</p> <p>Class teacher and HG (Educational Visit coordinator)</p> <p>BH EF<br/>SV KA</p> | <p>On a termly basis and review by end of the Summer.</p> <p>When appropriate</p> <p>Termly assessment</p> | <p>All pupils will have equal access to a broad and balanced curriculum.</p> <p>Pupils with SEND are making expected progress from their starting point.</p> |

| AIM | CURRENT GOOD PRACTICE | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
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| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets including grab rails and changing facilities.</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Areas are well lit.</li> </ul> | <ul style="list-style-type: none"> <li>• To be aware of access needs of adults, including parents/carers, staff, governors and regular visitors to the school.</li> <li>• To understand the access needs of new pupils before they enter the school, so that appropriate adaptations can be made to the environment and funding can be applied for if required.</li> <li>• Individual PEEPs (Personal Emergency Evacuation Plans) are written and shared with relevant staff.</li> <li>• Ask for advice from Sensory Inclusion Service to check the environment for Visually Impaired and Hearing Impaired.</li> </ul> | <p>SLT/SEND</p> <p>SLT/SEND/Class teacher</p> <p>SENCO/KR</p> <p>SENCO</p> | <p>Ongoing</p> <p>When required</p> <p>When required</p> <p>When required</p> | <p>People with a disability are able to access the physical environment fully</p> |
| <b>AIM</b>                                              | <b>CURRENT GOOD PRACTICE</b>                                                                                                                                                                                                                                                                                                                                                  | <b>ACTIONS TO BE TAKEN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>PERSON RESPONSIBLE</b>                                                  | <b>DATE TO COMPLETE ACTIONS BY</b>                                            | <b>SUCCESS CRITERIA</b>                                                           |

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| Improve the delivery of information to pupils with a disability                                                                                | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Liaise closely with the Multi-Cultural Development team where there are language barriers.</li> </ul>                                                                                               | AC-H                      | When required                       | All pupils with a disability are able to access information         |
| Ensure that school communication is accessible to all parents where there are barriers with literacy or language or vision/hearing impairments | <ul style="list-style-type: none"> <li>• Work with MDT to identify where translations are needed.</li> <li>• Ensure website/newsletters/letters are accessible to all.</li> <li>• Weekly podcast of information videoed and sent out to parents.</li> <li>• Newsletters/letters are translated for families where requested.</li> </ul> | <ul style="list-style-type: none"> <li>• Liaise closely with the Multi-Cultural Development team where there are language barriers.</li> <li>• Explore accessibility options for the school website – for example text to speech.</li> </ul> | <p>AC-H</p> <p>SM/JF</p>  | <p>When required</p> <p>Ongoing</p> | All parents with a disability are able to access school information |
| <b>AIM</b>                                                                                                                                     | <b>CURRENT GOOD PRACTICE</b>                                                                                                                                                                                                                                                                                                            | <b>ACTIONS TO BE TAKEN</b>                                                                                                                                                                                                                   | <b>PERSON RESPONSIBLE</b> | <b>DATE TO COMPLETE ACTIONS BY</b>  | <b>SUCCESS CRITERIA</b>                                             |

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