

DATE: 21st July 2025

Accessibility Plan

Park Junior School, Wellingborough



1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Park Junior 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.

Every single child matters and our school motto is 'Together we celebrate difference!'

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

The school also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities

- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
 - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
 - All departments to ensure that schemes of work have clear differentiation included
 - SENCO to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
 - Risk assessment and planning of trips to include accessibility references
 - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils feel supported and included within the school.

Strategy 2

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school. We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:
 - Provide more designated disabled parking spaces
 - Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access
2. Lighting
 - Provide adequate lighting in all areas of the school environment
3. Toilets
 - To have sufficient disabled toilets available along with appropriate hand washing facilities.
4. Lifts
 - Lifts to be provided in all new buildings

Strategy 3

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

5. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils. Those with SEND or who struggle to access the learning are catered for through adaptive teaching</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Teachers are aware of the children who need a 'Roger' for their hearing. Various types of equipment allocated to children with needs.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils,</p>	<p>Continue to ensure provision in the classroom and within the learning experience is monitored to ensure the inclusion of all. (long)</p> <p>To review all subjects by subject leads to ensure that they meet the needs of all children. (medium)</p> <p>To continue to provide resources that suit the needs of all learners (short)</p> <p>To continue to adapt the environment if necessary to meet the needs of children with a disability. (short)</p> <p>To ensure curriculum resources include examples of people with disabilities (long)</p> <p>To track the progress of children with a disability and set appropriate targets (long)</p>	Ongoing monitoring of targets, the delivery of the curriculum, physical resources and the environment that the child/children will be working in	Teachers, Subject leads, SEND team, SLT	Ongoing through year Dec, April, July data drops	Targets are monitored for pupils with additional needs The curriculum is delivered for full access Physical resources are tailored to meet the needs of pupils with additional needs The environment provided allows for those with disabilities

	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>To liaise with external agencies to ensure the support and the needs of the child are met.</p>	<p>Effective targets are set (long)</p> <p>To continue with liaison with outside agencies to support children with disabilities. (long)</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps outside • Wide corridor width • Disabled parking bays • Disabled toilet and changing facilities with alarm • Book shelves at wheelchair-accessible height • Year 6 stair lift • Access to whole school without needing to use stairs 	<p>Ensure that corridors are kept free of clutter and are a safe walkway for people with a disability (long)</p> <p>Ensure that disabled parking spaces are kept free to use by disabled staff and visitors (long)</p> <p>Ensure that the disabled toilet is well signed and kept free of obstructions. Alarm cord needs to be maintained. (long)</p> <p>Check accessibility to resources on shelves is at the appropriate height. (long)</p> <p>.</p>	<p>Regular checks of all access routes and facilities to ensure they continue to be operational and safe for people with a disability.</p>	<p>Site supervisor, Head Teacher</p>	<p>Ongoing</p>	<p>All access routes stay clear. All facilities to aid those with disabilities are kept in good working order. Anyone with a disability has full access to the school site</p>

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Amplifiers that link to individual hearing aids • Pictorial or symbolic representations 	Ensure signs are clearly visible. Ensure equipment to aid hearing is well maintained and checked frequently. Ensure that necessary signs are given with relevant pictures as well as text. (Long)	Careful monitoring of the equipment to ensure that it is well maintained. Liaise with external agencies who provide the equipment to ensure it is working well (such as the hearing/visual impaired team)	Site Supervisor, SEND team	Annual audit	Individual amplifiers are in working order. All external agencies that are necessary are liaised with. All Signage is clear including for those with disabilities.
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6. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completion of actions
Number of storeys	School is one storey however there are different levels within the school.	Ensure all levels are accessible for disabilities and are clear. PEEPs are in place.	Site supervisor	Completed as needs arise.
Corridor access	All corridors are wide and there is no storage in these corridors so they are safe to use.	Continue to ensure that all corridors are clutter free and safe to use.	All staff	Ongoing
Lifts	Stair lift to access year 6 level.	Ensure lift is serviced annually.	Site Supervisor	Annually
Parking bays	Disabled parking available	Disabled visitors and staff are able to use these and display their blue badge at all time. Ensure that these are for sole use of disabled visitors and staff	Site supervisor and office staff	Ongoing
Entrances	All visitors and staff enter through the main door which is opened from the office. Buzzer is at wheelchair height. The main door is wide enough to fit a wheelchair.	Ensure that the entry system is functioning at all times and is manned. Ensure doorway is kept clear.	Site Supervisor and office staff	Ongoing
Ramps	There is a ramp to the front entrance and to the girls toilets. There is also a ramp down from the year 6 area. Inside the building floors are flat as they meet small difference in levels on a gradient.	Ensure ramps are kept in good working order and that they are clear of obstruction	Site supervisor	Ongoing
Toilets	There is an adult disabled toilet (located near the staffroom stairs) and a child's disabled toilet (located near the ready room) with an alarm cord.	Ensure that this is available for disabled visitors and staff at all times. Ensure that the pull alarm is in good working order.	Site Supervisor	Ongoing
Reception area	Accessibility to the reception area eg signing in books is good. The height allows wheelchair users access and there is sufficient space for other disability needs.	Ensure the reception area is clutter free and the signing in book is accessible.	Office Staff	Ongoing
Internal signage	All internal signage is clear	Check to ensure the signage stays clear	Site supervisor	Annually

Emergency escape routes	All escape routes are known and clearly signed. There are escape routes that don't need the stairs (near kitchen, front)	Check the signage and routes to ensure they are clear and accessible to all disabilities. Ensure PEEPs in place for children with a disability so procedures are clear.	Office Staff, Site supervisor, SLT	Ongoing
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