



## **Accessibility Plan**

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# Accessibility Plan – Parsons Down Partnership

## 1. Scope

Under the Equality Act 2010, all schools must have an Accessibility Plan. This plan sets out how Parsons Down Partnership will:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable access to education, facilities and services
- Improve the delivery of information to pupils and parents with disabilities

At Parsons Down we are committed to providing a safe, inclusive and stimulating environment where all pupils can thrive. Staff, governors and parents work together to ensure barriers to learning and participation are identified and addressed.

The plan is available on the school website and in paper format on request.

## 2. Legislation and Guidance

This plan meets the requirements of:

- [Schedule 10 of the Equality Act 2010](#)
- [The SEND Code of Practice \(2015\)](#)
- [Department for Education \(DfE\) guidance on the Equality Act 2010](#)

The Equality Act defines disability as a physical or mental impairment that has a “substantial” and “long-term” adverse effect on daily activities. Schools must make “reasonable adjustments” to avoid placing disabled pupils at a disadvantage.

### 3. Accessibility Action Plan

#### Improving Access to the Curriculum at Parsons Down Partnership

**Current good practice:** Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example, PE for pupils with an emotional and social impairment; however, all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from parents and the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Target/ Issue	Action required	Timescale	Person Responsible	Outcome
Training for teachers and TAs on adapting and scaffolding the curriculum to improve access for pupils with SEN and disabilities.	To be an integral part of staff continuous professional training.(CPD)	Ongoing	Headteacher Inclusion Manager	All pupils have equal access to the curriculum and there are improved outcomes for pupils.
Inclusion in out-of-school activities (sports, clubs, visits) All out of school activities are planned to ensure the participation of the whole range of pupils, including sports, clubs, external visits	Review all out of school provision to ensure compliance with legislation	Ongoing	Headteacher Inclusion Manager PE Co SBM	All out of school activities will be conducted in an inclusive environment, ensuring all pupils benefit from the activities.
Investigate IT/computer systems resources to assist pupils with SEN/disabilities	Undertake an audit of pupils' individual needs. Obtain quotes for installation, as appropriate	As required	Inclusion Manager ICT coordinator SBM	All pupils have equal access to the curriculum. to further access the curriculum. and within budget as the need arises.

**Success indicators:** Staff confidence in adapting provision; improved outcomes, positive feedback from parents/pupils with SEND; participation data for clubs/trips

### **Improving the delivery of Information at Parsons Down Partnership**

**Current good practice:** Different forms of communication are made available as needs are identified to enable all disabled pupils and parents to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed. The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

<b>Target/ Issue</b>	<b>Action required</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Outcome</b>
To ensure written material is available in different formats.	The school will provide written material in different formats when required for individual purposes e.g. large print, using services via the LA where needed.	As required	Headteacher SBM	Pupils, parents, staff and visitors able to access all information from the school.
Visibility of information, including signage on display in the school.	Review all current publications and signage round the school.	Ongoing	Headteacher SBM Site Controller	Visually impaired stakeholders can access information displayed round the school.

**Success indicators:** Parents and visitors report no barriers to accessing information; compliance with accessibility audits.

### **Improving the Physical Access at Parsons Down Partnership**

Current good practice: There are no areas of the school site to which disabled pupils or visitors have limited or no access. Pupils with disabilities participate in extra-curricular activities. If aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with communication impairments and school trips for pupils with some disabilities and/ or medical needs, all reasonable adjustments are made to support as full an involvement as possible.

<b>Target/ Issue</b>	<b>Action required</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Outcome</b>
To be aware of the access needs of disabled pupils.	To create Access Plans, Risk Assessments, Personal Evacuation Plans for individual disabled children.	As required.	Inclusion Manager SBM Site Controller	Individual plans are in place for disabled pupils and all necessary persons are aware of that pupil's needs.
To be aware of the access needs of parents, staff, visitors and governors. To ensure that parents, staff, visitors and governors can access key areas of the school.	A Statement inviting disabled visitors etc. to make their needs known to staff to be displayed in Reception Area.	As required.	SBM Inclusion Manager	Parents. Staff, visitors and governors have full access to all areas of the school.
To provide an individual risk assessment in line with a child's SEN needs	Parents/ Carers to contact the office SENCo to meet with parents to write a risk assessment	At start of pupil joining the school and to reviewed every September	SBM Inclusion Manager	Equal access to all areas of the school for children with disabilities
Access route to disabled toilets to be kept clear of storage items	Staff reminded to keep area clear and regularly monitored.	As required	Site Controller SBM	Access route is clear.

Target/ Issue	Action required	Timescale	Person Responsible	Outcome
Improve quality of provision for children with specific emotional needs.	Increase number of tranquil spaces within school (within building and grounds) for pupils with additional needs	On-going according to individual need	Headteacher Inclusion Manager Nurture lead	All pupils who need access to tranquil space or safe space due to emotional needs have a designated space and appropriate resources.
Review parking for disabled visitors (due to an increase in school community with disability badges)	Allocate disabled parking spaces and ensure they are always available for those parents and pupils	On-going according to individual need	Site controller SBM	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately

**Success indicators:** No physical barriers reported; safe evacuation drills include pupils with SEND; facilities maintained and fit for purpose.

#### 4. Monitoring Arrangements

- The plan will be reviewed every **three years** or earlier if needed.
- Progress will be monitored by the **Inclusion Manager, Headteacher**, and **SEND Link Governor**.
- The Local Governing Body will evaluate implementation annually.

#### 5. Links with Other Policies

This plan links to:

- Equality Information and Objectives (Public Sector Equality Duty)
- SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy

