

ACCESSIBILITY PLAN 2026- 2029

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010. It aims to increase access to the curriculum, improve the physical environment and improve the availability of information for disabled pupils, parents and visitors.

Legal Framework

This Accessibility Plan has been prepared in accordance with:

- The Equality Act 2010 (Schedule 10)
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Public Sector Equality Duty
- The Children and Families Act 2014
- The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018

Park Brow Community Primary School is committed to providing an inclusive environment that enables all pupils, staff, parents and visitors to participate fully in school life. We recognise our duty to make reasonable adjustments and anticipatory adjustments for disabled pupils and adults.

Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Park Brow recognises that some disabilities may be visible and others hidden and is committed to removing barriers to participation and achievement wherever possible.

Target/Success Criteria	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum To ensure pupils who require additional resources are able to access the curriculum. Create effective learning environments for all utilising feedback from pupil groups. All staff are equipped to identify, understand and respond effectively to the needs of pupils with disabilities and SEND.	- Review accessibility of IT including ipads and available laptops for both in school and remotely. - Ensure Pupils have access to learning materials to support their learning. - All pupils requiring assistive technology can access appropriate devices and software. - Train TAs and staff in line with required resources and interventions. - Review of resources within pupil progress meetings e.g. handwriting grips, wobble cushions, chairs etc. - Pupil Health Plans/PPP are reviewed termly. - Planned transition allows for good communication and ongoing support. - Ensure all classrooms and resources are organised in accordance with pupil need. - Help_desks are available and accessible within classes. - Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties e.g. Makaton, autism, epilepsy, diabetes, epi pen , team teach etc. - TA access chance to talk and talk boost training. - Share good practice within school. - Seek issues and feedback from ongoing monitoring cycle. - Monitoring review of SEND outcomes and progress annually.	September 2026 ongoing.	Laptops/lpads Fidget/sensory equipment. £5000 SEN budget annually. Dyslexia and autism friendly resources. Differentiated resources i.e. spelling mats etc. Visual/hearing impaired resources. Intervention resources purchased i.e. dyslexia, snip, chance to talk, talk boost, Nelli etc. Learning support teacher on site 2 days per week - SLA	SENDCO MENTAL HEALTH LEAD. HEADTEACHER CLASSTEACHERS CURRICULUM LEAD SUPPORT STAFF LEARNING SUPPORT TEACHER	Lesson Observations Ongoing Monitoring (see monitoring cycle) Pupil Progress Meetings.

Access to wider curriculum Participation rates of pupils with SEND/disabilities in clubs and educational visits are in line with those of their peers.	• Audit participation in extracurricular activities and identify any barriers. • Ensure school activities are accessible to all students. • Active Soccer to support extra curricula activities for all at lunch times • Prospect Sports to support extra curricula activities after school. • Participate in area events for partner schools e.g. Boccia, Athletics etc. • Additional risk assessments for individual pupils if required. • Implement daily mile to support obesity strategy.	Termly	Additional staff hours to support pupils if required. £600 annually.	Prospect Sports afterschool led PE Lead. Knowsley PE Partnership. All staff	Annual report to Govs.
Impact Analysis Ensure all policies consider the implications of Disability Access.	• Analyse impact of Behaviour policy, School Rules, Anti-Bullying Policy, Educational Visits • Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. • Consult pupils and staff on any proposed changes. • Review Website accessibility to homework and remote learning in particular for EAL pupils.	Sept 26 and termly.	Time to consult.	SENDCO Headteacher. Website lead T Sinclair – EAL Lead	Ongoing as policies are reviewed as and when appropriate

Premises Increase site access to meet diverse needs of pupils, staff, parents and community users. The school benefits from a largely accessible physical environment; however, accessibility will be reviewed regularly to ensure it continues to meet the needs of pupils, staff, parents and visitors.	- Review personal evacuation plans for those pupils who require support. - Ensure all school areas have wheel chair access and egress. Further purchase accessible play equipment. - Welfare cover for pupils to access playground equipment and lunchtime safely. - EYFS outdoor provision review of access to develop social skills or support additional needs.	Ongoing. Annually. Termly. September intake and ongoing.	Playground resources. £200 annually.	Site manager SENDCO <u>HEAD</u> <u>TEACHER</u> Class teachers.	H& S Govs Inclusion Team.
Attitudes To promote positive attitudes to disability	- Continue to embed and adapt PSHE Jigsaw Scheme. - Identify areas to raise awareness and support. - Review Assembly Programme: widen focus in line with Jigsaw scheme. - Involve local disability groups in assemblies and visits to school. Regular items for newsletter highlighting achievements of pupils with disabilities. - Ensure environment supports achievements of individuals with disabilities.	September 2026 ongoing	Jigsaw Scheme £1000 annually	PSHE and SRE Lead.	Pupil Voice. Learning Walks
Availability of documents in alternative formats. Pupils and parents have access to school information in the formats they require.	- Understand the needs of pupils and ensure information is available in relevant formats; Large print, Braille or Pictorial or symbolic representations - Ensure signage is suitable for non -readers, is clear and well situated - All reasonable requests for information in alternative formats are responded to promptly and without disadvantage to the individual concerned.	Ongoing. <u>Ongoing</u> November annually. Annually.	Local EAL support team. Local SEND support team. Purchase resources.	SENCO Headteacher Website Lead	Learning walks Annual monitoring of website.

Website Accessibility Ensure school website accessibility compliance.	• The school makes itself aware of the services available through the LA for converting written information into alternative formats. • The LA local offer is shared on the website. • Monitor uptake of documents in alternative formats • Review accessibility of newsletter and letters for parents. • Homework information available as information sheets in alternative formats as appropriate. • Undertake an annual accessibility audit of the school website. • Ensure compliance with WCAG 2.1 AA accessibility standards where reasonably practicable. • Ensure PDFs and downloadable documents are accessible or available in alternative formats upon request. • Ensure all images contain meaningful alternative text where appropriate. • Review colour contrast, readability and compatibility with screen readers. • Publish and review the school's Website Accessibility Statement annually and ensure contact details are available for users requesting information in alternative formats.	Annually		Website Lead SENCO	Reporting to governors.
---	--	-----------------	--	-------------------------------	--------------------------------

Monitoring and Evaluation

The Governing Body will review progress against this Accessibility Plan annually and will receive updates regarding:

- Curriculum accessibility
- Physical environment improvements
- Website accessibility
- Accessible information provision
- Participation and attainment of pupils with disabilities
- Feedback from pupils, parents, carers and visitors regarding accessibility and inclusion.
- Outcomes from accessibility audits and stakeholder consultation.

Progress will inform future priorities and school improvement planning.

<u>Approved By</u>	<u>Date</u>
Governing Body	September 2026

<u>Review Date</u>	<u>Next Review Date</u>
September 2026	September 2029

<u>Named responsible governors</u>
Mrs A Truesdale (Chair of Governors)
Mrs C Seddon (Parent Governor)
Miss J Connell (Deputy Headteacher)