



Park Road Academy Primary School



Accessibility Policy 2021 – 2024



In our commitment to being an inclusive school and a welcoming family community, at Park Road Academy Primary School we will take all reasonable measures such that all children, staff, parents, governors and visitors to our school are not discriminated against or treated less favourably than others. Regardless of disability, special educational needs and disabilities (SEND), medical conditions or any other issues that may give rise to a barrier to learning or accessing school life, we care for and treat each other equally with respect.

The Equality Act (2010) defines a disabled person as someone who has: "a physical or mental impairment which has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities." We use reasonable endeavours to be compliant with the Equality Act, and recognise our duty:

- "not to treat disabled pupils less favourably for reasons related to their disability,
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage,
- to plan to increase access to education for disabled pupils."

At Park Road Academy Primary School, we extend this duty of equality to cover the needs and disabilities of staff, parents, governors and visitors to the school. We also extend our duty of equality to cover children, staff, parents or visitors with special educational needs and disabilities (SEND), medical conditions and any other factors that may pose a barrier to learning or accessing school life.

This plan outlines the means by which our school is accessible to all individuals associated with the school. If you have a specific query regarding the accessibility of our school which is not answered by this plan, please contact the Headteacher on 0161 0161 972 4820 or email our school office at parkroadtimp.admin@trafford.gov.uk

Access the Physical Environment

Park Road Academy Primary School is based over one floor, with wheelchair access points to allow entry in all parts of the school building. All access to the school is on a low level and wheelchair users can access the classrooms directly from external door classroom doors. There are toilet facilities with handrails for both adult and child users.



Access to the Curriculum

At Park Road Academy Primary School, our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. As an inclusive school, all our teachers understand the importance of matching the curriculum according to the needs of every child in their class, regardless of SEND. Our teachers plan engaging lessons with all pupils in mind, with a differentiated range of learning activities that account for different learning styles and abilities in the classroom. The curriculum is adapted, where is reasonably required, as is the learning environment.

As the range of SEND is so diverse and the needs of each child are so unique, it is not possible to provide a fully exhaustive list of the means by which we differentiate our curriculum to cater for individual pupils. However, to gain an idea of how we adapt our curriculum and teaching and learning opportunities for pupils with SEND, please see below a sample of existing means by which we currently adapt our curriculum:

- General differentiation during teaching component of lesson, e.g. giving pupils with SEND the opportunity to chat to a partner before sharing their ideas, simplified language and/or questioning;
- General differentiation of learning tasks, e.g. writing frames/mind maps to support children with poorer writing skills, less complex calculations or simplified word problems;
- Support from staff (teacher or teaching assistant) during the teaching or learning components of a lesson, either on a 1:1 or small group basis, as appropriate;
- Access to resources to support general learning, e.g. phonics/word mats to aid spelling, additional maths apparatus or visuals;
- Access to resources to support learners with specific difficulties, e.g. coloured overlays for dyslexic learners, visual timetables and resources to support pupils with speech and language difficulties;
- Access to auxiliary aids, e.g. special pencil grips or writing slopes for pupils with less developed motor skills, ergonomically-designed furniture;
- Access to assistive ICT, e.g. Clicker 8 software to aid writing process for pupils with literacy difficulties, use of i-Pads with SEND applications;
- Provision of visual resources to support the learning of pupils with speech and language difficulties;

This is by no means an exhaustive list of the ways in which we adapt our curriculum to suit the needs of each learner. If you have a particular query in this regard, please contact the school's SENCO or Headteacher. We further support children with SEND by offering an extensive variety of interventions.



Access to Physical Activities, Off-site Visits and the Wider Life of the School

Park Road Academy is an inclusive school and all children are therefore involved in all aspects of school life, including sporting/physical activities and off-site visits. We will make reasonable adjustments to ensure that all children can access all aspects of school life and participate in all visits and activities at their own level.

The provision that is made for children so that they can access physical activities and off-site visits depends very much on the specific needs of the child and the activity in question. When planning an off-site visit, class teacher's account for the needs of every child in their class, particularly those with SEND and medical conditions and arrangements are made to cater for their needs in relation to transport, access to medication, adjustments to activities and the support provided during residential trips.

If a child has additional and complex needs or specific medical needs that are addressed in an Individual Medical Care Plan (IMCP), then the class teacher may wish to discuss with the child's parents (along with the SENCO or Headteacher, if necessary) the best way to meet the child's needs. It is also important to gauge the views of the child in question when planning physical activities and off-site visits, as we do not wish to unwittingly cause any embarrassment that might be caused by making special adjustments for them.

Access for Pupils with Medical Conditions (including Personal & Intimate Care)

Any child with a long-term medical condition who may require personal care or administration of medicines at school will have their needs met through the implementation of an Individual Medical Care Plan (IMCP). An IMCP is written collaboratively with the school SENCO, the child's parents, the child themselves (as appropriate), relevant school staff, the school nurse and any necessary healthcare professionals. This sees that, as far as reasonably practical, all children with medical needs are having their needs fully met within school, in a way that is supported by the child's parents and as recommended by healthcare professionals and outlines any emergency procedures. For more information on how we support pupils with medical conditions, please refer to our policy "Medicines Policy" (on the SEND section of our school website).

At Park Road Primary, we are reasonably agreeable to administering medicines on the school premises (or off-site in the case of a planned school visit), when it would be detrimental to the child's health or school attendance, not to do so. Whether a medicine has been prescribed for a child or is non-prescription medication, it will only be administered if it meets the conditions outlined in our policy and with parental consent. For more information on the administration of medicines in our school, please refer to our policy "Medicines Policy" (on the SEND section of our school website). A copy of our parental consent form for administering medicines can be obtained from the school office.



We will provide personal and intimate care to children in school who have an existing medical condition, in accordance with agreed procedures on the child's Individual Medical Care Plan (IMCP). By creating an IMCP for pupils with personal and intimate care needs, the nature and specifics of the care is agreed by the child's parents, SENCO, Pastoral Care Lead and any other relevant school staff, the Headteacher and any relevant healthcare professionals, ensuring transparency and clarification on exactly how to provide care for the child in question.

For children who may require personal or intimate care who do not have an IMCP in place for an existing medical condition, we have a duty to provide the necessary care (e.g. following a toileting accident or if a child is unwell). It is essential that when personal/intimate care is required that the child is consenting and feels safe and comfortable to receive care. Intimate care must also sensitively maintain the dignity of the child, protect both the staff member and child from intrusion and abuse (protecting the rights of everyone involved) and encourage the child to care for themselves as much as they are able.

Access for Pupils, Parents, Staff, Governors or Visitors with Sensory Impairments

As an inclusive school, we will make reasonable adjustments for any pupils, parents, staff, governors or visitors to our school with a sensory impairment (e.g. visual or auditory difficulties). If a child experiences such difficulties, we will work with Trafford's Sensory Impairment team to see that we are doing everything we can for the child.

We will similarly accommodate the needs of any parents, staff, governors or visitors with sensory impairments. We encourage any adults involved with the school with a sensory impairment to discuss this with the Headteacher, so that reasonable arrangements can be put into place to accommodate the needs of the individual, e.g. provision of school correspondence in a larger font or on buff-coloured paper.

Access for those for whom English is not their First Language

Although we would not consider pupils to have a special educational need or disability (SEND) if English is not their first language, we would see that reasonable provision is made for these children so that they are more able to access the school curriculum and improve their English skills (both orally and on-paper). We use reasonable endeavours to integrate pupils for whom English is not their first language into our school community both academically and socially, as we respect that it can be a daunting prospect to join a school if not familiar with the language used.

Parents for whom English is not their first language who may encounter communication difficulties at school are invited to bring their own interpreter from home (usually a family member or the child themselves) to aid their understanding when meeting with school staff.



If parents are unable to arrange their own interpreter, we will take reasonable steps to provide an interpreter.

Other Access Issues Relating to Parents or Visitors

If a parent or visitor to the school has learning difficulties themselves, we would encourage the adult in question to raise the issue with the Headteacher, who would sensitively pass on the information to any staff on a “need to know” basis. In doing so, this could prevent any undue embarrassment on the part of the adult in question or any staff that you may encounter in school. As a welcoming school, we are happy to make reasonable arrangements for any parents with disabilities or learning difficulties, e.g. for a parent with literacy difficulties, we would verbally impart information to them or talk through any correspondence that is intended for them.

Contact Details

For more information relating to issues of accessibility at our school, please call 0161 973 4149 or email springfield.admin@trafford.gov.uk

SENCO (Acting SEND Lead): Mrs L Taylor

Headteacher: Miss K Hart

Policy:	Accessibility Plan
Staff Responsibility:	Mrs L Taylor (Acting SENCO)
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