



# PARMITER'S SCHOOL

## Accessibility Policy & Plan

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### 1. Overarching Aims and Principles

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Parmiter's School therefore recognises its duty to:

- Ensure that compliance with the Equality Act is consistent within all policies that have a focus and impact on disabled students, staff and parents/carers.
- Not discriminate against disabled students, staff and parents/carers in admissions and exclusions, or in provision of education and associated services.
- Not treat disabled students, staff and parents/carers less favorably.
- Take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage.
- Publish an Accessibility Action Plan (Appendix A)
- Make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities.
- Be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 12 each year as well as in-year entrants where accessibility issues may arise.
- Provide on-going awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

### 2. Legislation and Guidance

This policy and plan is in accordance with the planning duty in the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination

Act. The effect of the law means that *schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation.*

This has placed three key duties on schools, which are:

- Not to treat disabled students, staff and visitors less favorably for a reason related to their disability
- To make reasonable adjustments for disabled students, staff and visitors, so that they are not at a substantial disadvantage
- Plan to increase access for disabled students, staff and visitors

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. This policy complies with our funding agreement and articles of association.

### **Definition of Disability**

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.

### **3. Policy Review**

This policy has been adopted by the Academy Governance and will be approved at least every three years unless a significant change requires agreement outside of this timescale. In the meantime, it is reviewed as necessary by the Senior Leadership Team, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the governing body.

As all relevant policies are reviewed, staff are required to consider equality & diversity issues in line with the school’s Equality Policy. This policy should be read in conjunction with the following policies, strategies and documents:

- Equalities
- Health & Safety
- SEND (including website information)
- Behaviour
- Child Protection & Safeguarding
- Anti Bullying
- Exams - Accessibility and Disability

#### **4. Introduction to the Accessibility Action Plan (see Appendix A)**

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 students with disabilities can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which students with disabilities can take advantage of education and benefits, facilities and services provided or offered by the school.
- Improve the delivery to students with disabilities of information which is readily accessible to students who are not disabled. This should take account of views expressed by the students or parents/carers about their preferred means of communication.
- Ensure that all staff are treated equally.

## Appendix A - Accessibility Action Plan

This plan has been drawn up in consultation with our Heads of Curriculum Support, and covers the period from May 2024 to May 2027. This plan has been approved by governors prior to publication. This plan will be monitored through the Standard & Curriculum Committee. The accessibility audit has been completed.

The plan for physical accessibility may include works that the school is unable to undertake during the life of this Accessibility Plan through funding caution and/or identification of other funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, Parmiter’s School will look to make reasonable adjustments short of the full works if this is deemed possible.

Aims	Current Good Practice
1. To increase the extent to which students with disabilities can participate in the school curriculum	<ul style="list-style-type: none"> <li>● Quality First Teaching with adaptive practice ensures all students have access to high quality lessons.</li> <li>● We use resources modified to the needs of students who require support to access the curriculum.</li> <li>● Curriculum resources, through Personal Development, include examples of people with disabilities and positive role-models are provided through assemblies, guest speakers and discussion material</li> <li>● Curriculum progress is tracked for all students, including those with a disability, and interventions are implemented when appropriate.</li> <li>● Google Classroom and Chromebooks/specialised laptops are increasingly used to support student learning, including homework.</li> <li>● We ensure that all teachers and support staff have a clear understanding of individual needs of students through information provided by the Curriculum Support department, parent/carers and other agencies, as appropriate.</li> <li>● Access Arrangements are in place to ensure students can access public and school examinations. See linked policy as detailed above.</li> <li>● Provision for trips and visits ensures fair and equitable access and opportunity. Risk assessments are in place for these. See Equalities Policy Appendix D.</li> <li>● Reasonable adjustments to uniform to accommodate sensory sensitivities and/or physical needs</li> <li>● Accommodate the use of sensory fidgets and movement breaks where needed to maximise learning opportunities</li> </ul>
2. To improve the physical environment of the school to	<ul style="list-style-type: none"> <li>● We ensure that students can access all timetabled rooms through early liaison with Senior Leader responsible for timetable, and reasonable adjustments are made to accommodate students with disabilities.</li> </ul>

increase the extent to which students with disabilities can take advantage of education and benefits, facilities and services provided or offered by the school	<ul style="list-style-type: none"> <li>• The environment is adapted to the needs of pupils as required. This includes: ramps, elevators, disabled parking bays, disabled toilets and changing facilities. Staff make their best endeavours to reduce glare/reflection and to minimise background noise.</li> <li>• We act on guidance provided by Herts CC, primary schools, parents/carers and other professionals when a new student with disabilities joins the school.</li> </ul>
3. To improve the delivery to students with disabilities of information which is readily accessible to students who are not disabled. This should take account of views expressed by the students or parents/carers about their preferred means of communication	<ul style="list-style-type: none"> <li>• Student SEND profiles are routinely shared with parents/carers to ensure they can contribute and evaluate</li> <li>• Letters and information for parents/carers is available via email and on the school website with hard copies on request</li> <li>• We use modified teaching resources in line with student need, this includes Braille, enlarged resources, coloured paper and so on.</li> <li>• Homework is set via Google Classroom, paper copies/alternative versions can be supplied according to need, or an alternative task is provided.</li> <li>• Staff are increasingly diversifying the range of teaching strategies to include all learners, for example through the use of technology in the classroom</li> <li>• Heightened staff awareness of individual learning needs via Mega Seating Plan and linked student profiles</li> </ul>
4. To ensure that all staff are treated equally	<ul style="list-style-type: none"> <li>• Staff receive appropriate support and reasonable adjustments are put in place in order to carry out their job effectively.</li> <li>• Recruitment is based on appointing the best candidate for the post based on the person specification criteria.</li> <li>• New staff induction programme is inclusive</li> <li>• School Leaders and Governors have received Equalities training</li> </ul>

Objective & Associated Aim	Actions	Lead Staff	Timescale	Success Criteria
Ensure that absence due to disability is effectively supported by the school (1)	<ul style="list-style-type: none"> <li>• Continued implementation of: phased returns; reduced timetable in agreement with all stakeholders.</li> <li>• Work available via Google Classroom or sent home</li> <li>• Referral to ESMA, if necessary;</li> <li>• Deadlines extended as appropriate to key stage</li> <li>• Live lessons by negotiation and with students' physical and mental well-being at forefront of planning</li> </ul>	SENCO SLT	On-going in line with existing and emerging need	Students who are unable to attend school due to disability are able to access the curriculum as far as possible.

Ensure that students with disabilities have access to the appropriate resources and mobility aids (1)	<ul style="list-style-type: none"> <li>Proactively seek advice and from outside agencies and external professionals</li> <li>Staff to be made aware of information as above</li> </ul>	SENCO	On-going in line with existing and emerging need	All students are able to access the full curriculum safely and comfortably.
Curriculum resources are even more inclusive with positive role models (1)	<ul style="list-style-type: none"> <li>Curriculum materials reviewed and updated with inclusion at the forefront of planning</li> </ul>	Curriculum Leads SLT	Summer Term (annual review)	All students feel visible and included within the curriculum.
Increase efficacy of Teaching Assistants (1)	<ul style="list-style-type: none"> <li>Consideration of reduced in-class support but increased small group intervention work.</li> <li>Recruit Lead TA with specific responsibility for mentoring students with ASD/ADHD/other recognised disabilities</li> <li>Recruit/train medical TA for students where stipulated in EHCP in collaboration with HCC.</li> </ul>	SENCO SLT Teachers Herts CC (SEND)	May 2025	Students have access to timely and appropriate intervention. In Class support is effectively targeted to groups with highest need.
Improve the range of adaptive teaching strategies (1)	<ul style="list-style-type: none"> <li>Staff CPD (led by Curriculum Support staff)</li> <li>Adoption of Parmagogy ideas</li> <li>Department level planning and sharing of good practice</li> </ul>	SENCO SLT Curriculum Leads	May 2025	Learning walks evidence adaptation of teaching to meet the needs of all students
Maintain the current site to ensure it is safe for students and staff with disabilities (2)	<ul style="list-style-type: none"> <li>Transition visits to identify potential issues</li> <li>Reports from previous school, professionals, Herts CC to be shared with SLT and Estates Team as soon as received</li> <li>A risk assessment to be carried out as soon as possible for new staff and students with a disability or medical condition</li> <li>Completion of annual accessibility audit</li> <li>Regular inspection of site by Estate Team with repairs undertaken as necessary</li> <li>Habilitation Specialist visits (HCC) linked to identified students</li> <li>Complete a Personal Emergency Evacuation Plan (PEEP) for</li> </ul>	SENCO Admissions SLT Estate Team	On-going in response to need  Annually	Potential physical barriers to learning are mitigated The environment is maintained to a safe standard for all staff and students

	identified students		ASAP	
To ensure those with disabilities are at the forefront of planning when undertaking major site works (2)	<ul style="list-style-type: none"> <li>Steps to be taken to mitigate negative impact on staff and students with disabilities at planning stage.</li> <li>All new build and building alterations must meet minimum requirements.</li> </ul>	SLT Estate Team SENCO	When required	As above
Increase communication with SEND families (3)	<ul style="list-style-type: none"> <li>Pre-application group meetings and tours</li> <li>Discrete satisfaction surveys for SEND students and parents/carers</li> <li>Reintroduction of SEND coffee mornings</li> </ul>	SENCO SLT	Annually	More informed applications resulting in more suitable placement More effective working relationships with families
New staff with disabilities to receive increased support (4)	<ul style="list-style-type: none"> <li>Appropriately trained colleague to carry out an initial risk assessment as soon as possible</li> <li>Consultation with HCC for a full risk assessment</li> </ul>	SLT Estate Team	On-going (to action prior to staff starting)	Staff are supported to fulfill their roles effectively.