



**Accessibility Statement  
& Three Year Accessibility Plan  
March 2017 – March 2020**

**146-148 Park View Road  
Welling  
Greater London  
DA16 1SR**

**Independent Learning Suite  
144 Park View Road  
Welling  
Greater London  
DA16 1SR**

Statement:	Accessibility plan
This statement was approved:	March 2017
This statement will be reviewed:	February 2018 March 2021

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The school's Executive Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Parkview Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Parkview Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Parkview Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Executive Board on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Executive Board' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Executive Board.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

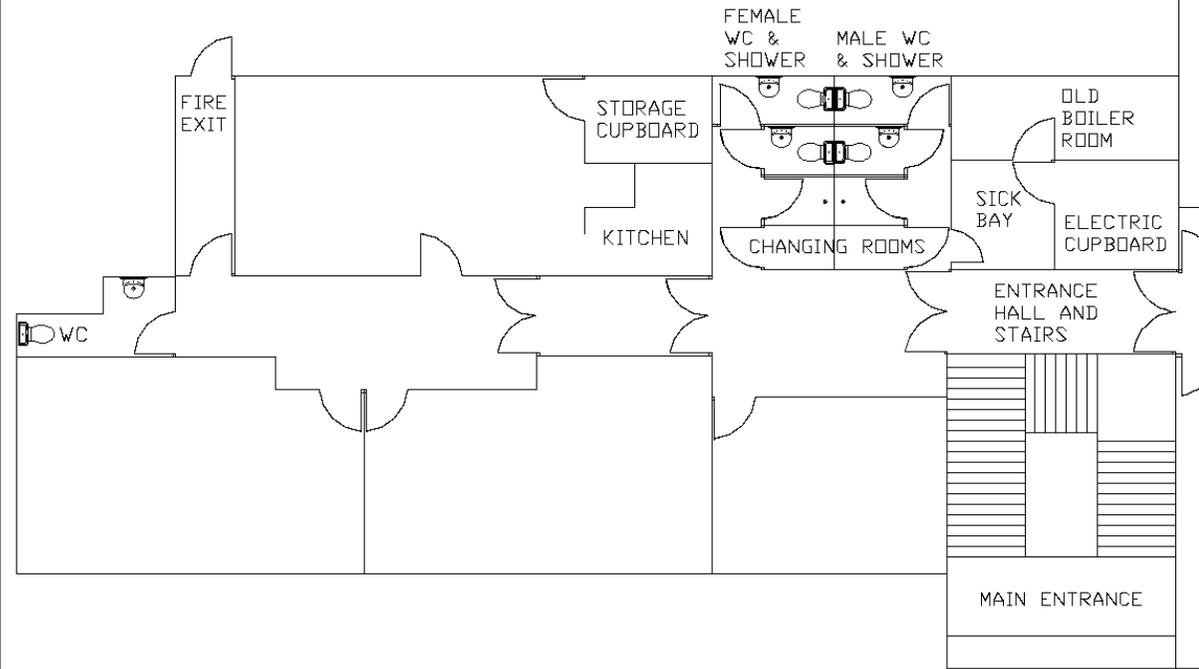
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

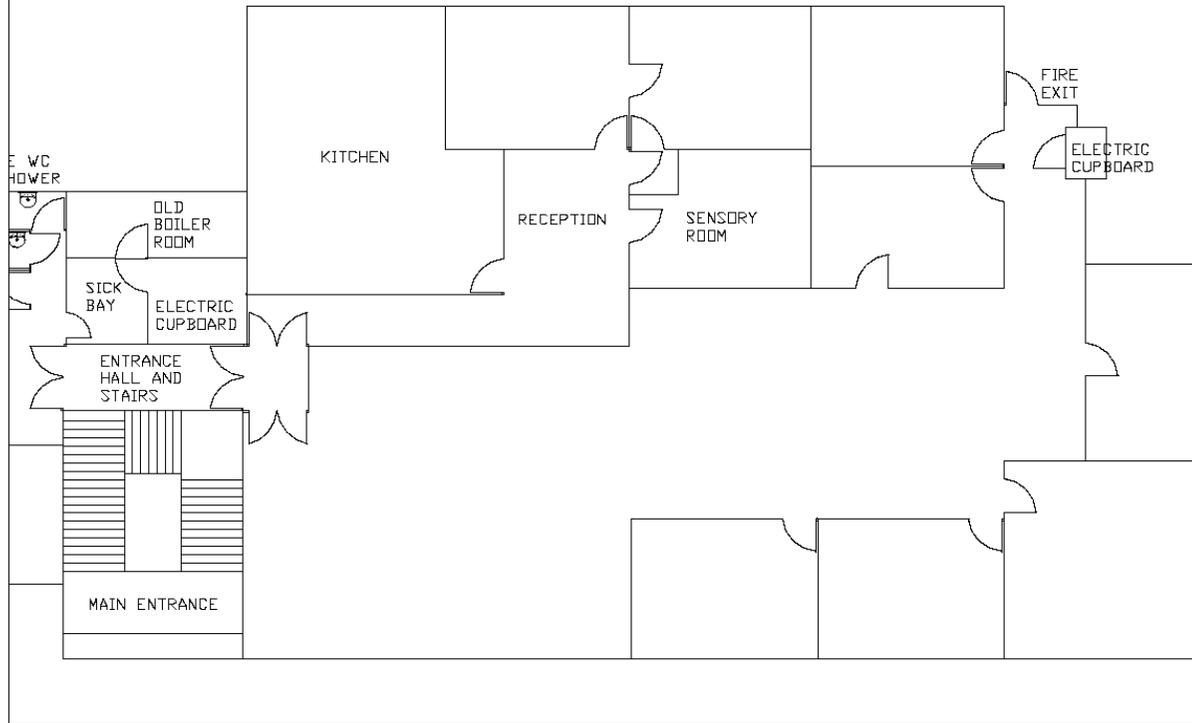
- **The Executive Board**
- **Head Teacher**
- **Managing Director**

**A plan of the school buildings showing areas of accessibility is shown below**

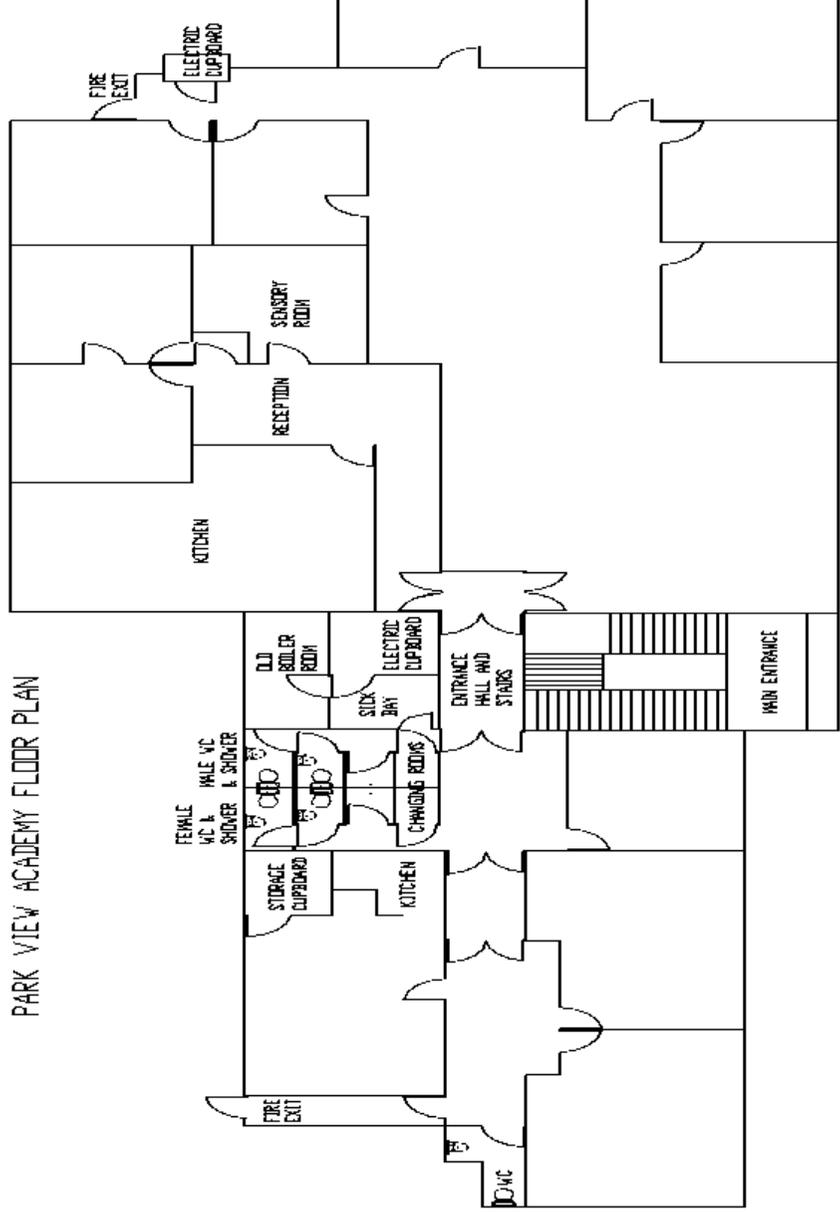
PARK VIEW ACADEMY FLOOR  
PLAN LEFT HAND SIDE



PARK VIEW ACADEMY FLOOR PLAN RIGHT HAND SIDE



PARK VIEW ACADEMY FLOOR PLAN





Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Purchase ramp for wheelchair access and hold meetings in a local cafe or meeting room that is suitable	When required by learner or parent	To be researched
2.	Stairs	Meetings to held in arranged venue as and when meeting being attended by somebody with inability to access stairs.	Ongoing as and when needed	Rental cost
3.	Wheelchair access	Alternative access other than through reception cloakroom to be sought. Most viable option is access the Independent Learning suite via the entrance at the front of the building	March 2018	Rent of the Independent Learning Suite is £500
4.	Car park lighting	Replace lighting any damaged or dysfunctional bulbs to increase light and reduce the difference when coming in from outside / the car park	Assessed in month sight walks	£45 per bulb Fixing to be individually quoted

### Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	Head Teacher, Site Walks by Behaviour Specialist
2	Changing and shower facilities	In place					
3	Stairs	Meetings to held in arranged venue as and when meeting being attended by somebody with inability to access stairs or use the Independent Learning Suite with access through the plumbers	On going as and when needed	High	Room rental	Ongoing	Person organising meetings
4	Changing and Shower facilities	In place					
5	External Steps	Purchase ramp for wheelchair access and hold meetings in area below stairs if	Summer 2018	Medium	To be researched	To be researched	DC

		appropriate.					
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## Parkview Academy

### ACCESSIBILITY PLAN

#### Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	Identify through monitoring of teaching and learning	Ongoing	High	release costs			Headteacher
2	Interventions	Headteacher to audit current interventions and their success/impact on progress.	Spring 2017	Medium	Resourcing costs of identified areas to develop	Ongoing (Yearly through monitoring of teaching and learning)		Headteacher
3	Classrooms are organised to promote the participation and independence of all pupils	Headteacher to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class. Introduce an Independent Learning Suite to separate KS5 from the rest of the school	Ongoing	High	Possible resource implications where gaps are identified	Ongoing (through monitoring of teaching and learning)		Key Stage Leads
4	Staff training in the production, EHCP plans/provision maps	Curriculum coordinator to deliver training	Summer	Medium	Not applicable	Summer term 2016		Deputy Head Teachers and SALT

5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Identify gaps in knowledge and seek external advice if necessary (SMT/PDR/whole school training identified through SEF/SDP)	Spring/Summer 2016- Autumn 2017	High	External specialist costs			
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**Parkview Academy**

**ACCESSIBILITY PLAN**

**Schedule 23 Action Plan C – Improving the Delivery of Written Information**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium	?	Ongoing		DC
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. EAL policy to be reviewed	Ongoing	High	TBC	Dependant on need (Ongoing)		