



**Accessibility Statement
& Three Year Accessibility Plan
September 2019 – September 2022**

**144-148 Park View Road
Welling
Greater London
DA16 1SR**

Statement:	Accessibility plan
This statement was approved:	September 2019
This statement will be reviewed:	September 2020 September 2021 Or with significant change to the building

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 is 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 learners, 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 a 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 learners 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 learners; (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 learners, 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 and Exclusions Policy
- Curriculum Policy
- Health & Safety Policy
- School Improvement Plan

The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the Executive Board. 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. Accessibility will be assessed in site inspections 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.

The Managing Director represents the board for Health and Safety and will conduct site inspections that include consideration for the Equality Act 2010. Changes to the structure of the building or redesign of its interior will consider the accessibility plan.

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.

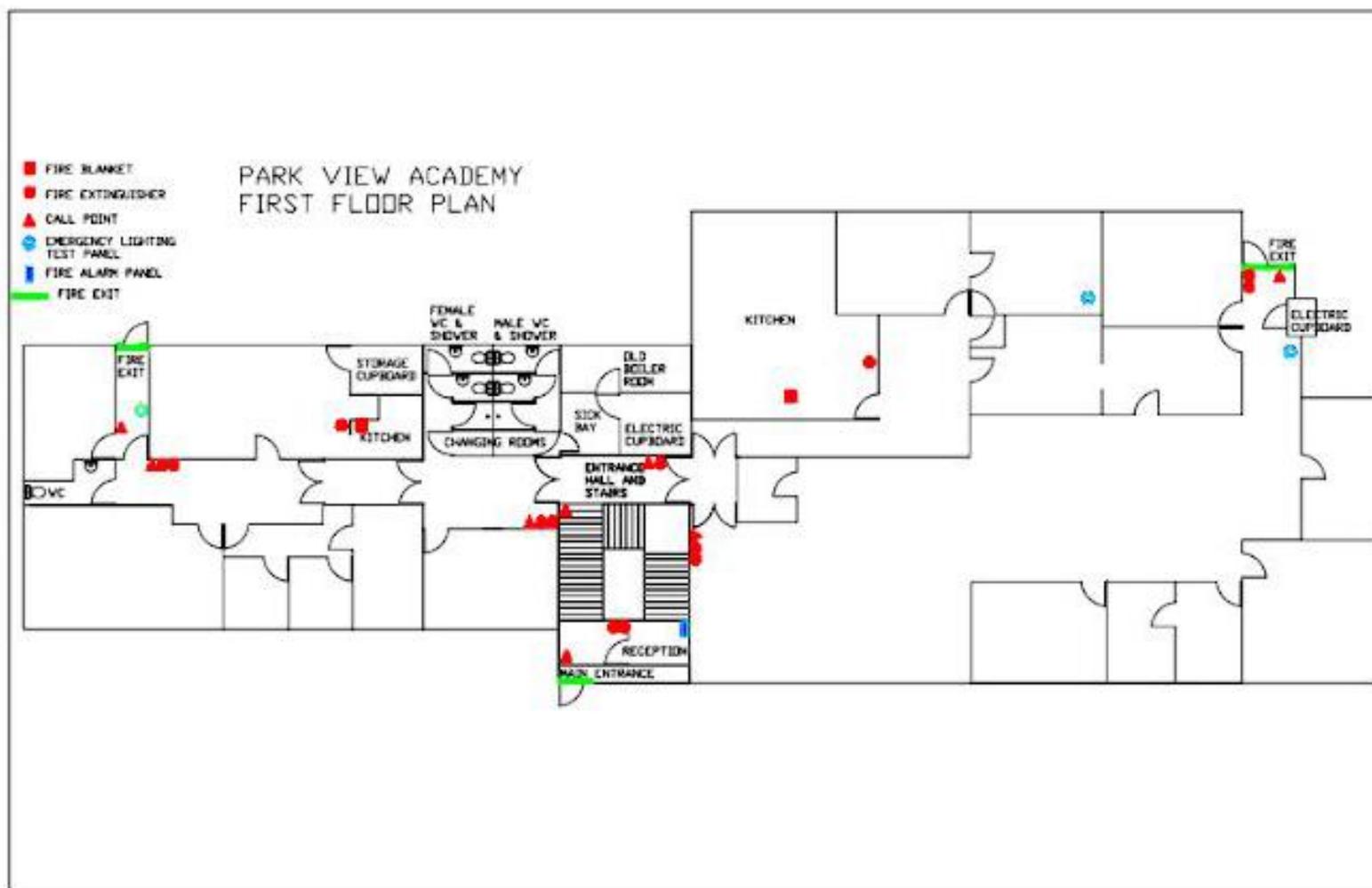
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

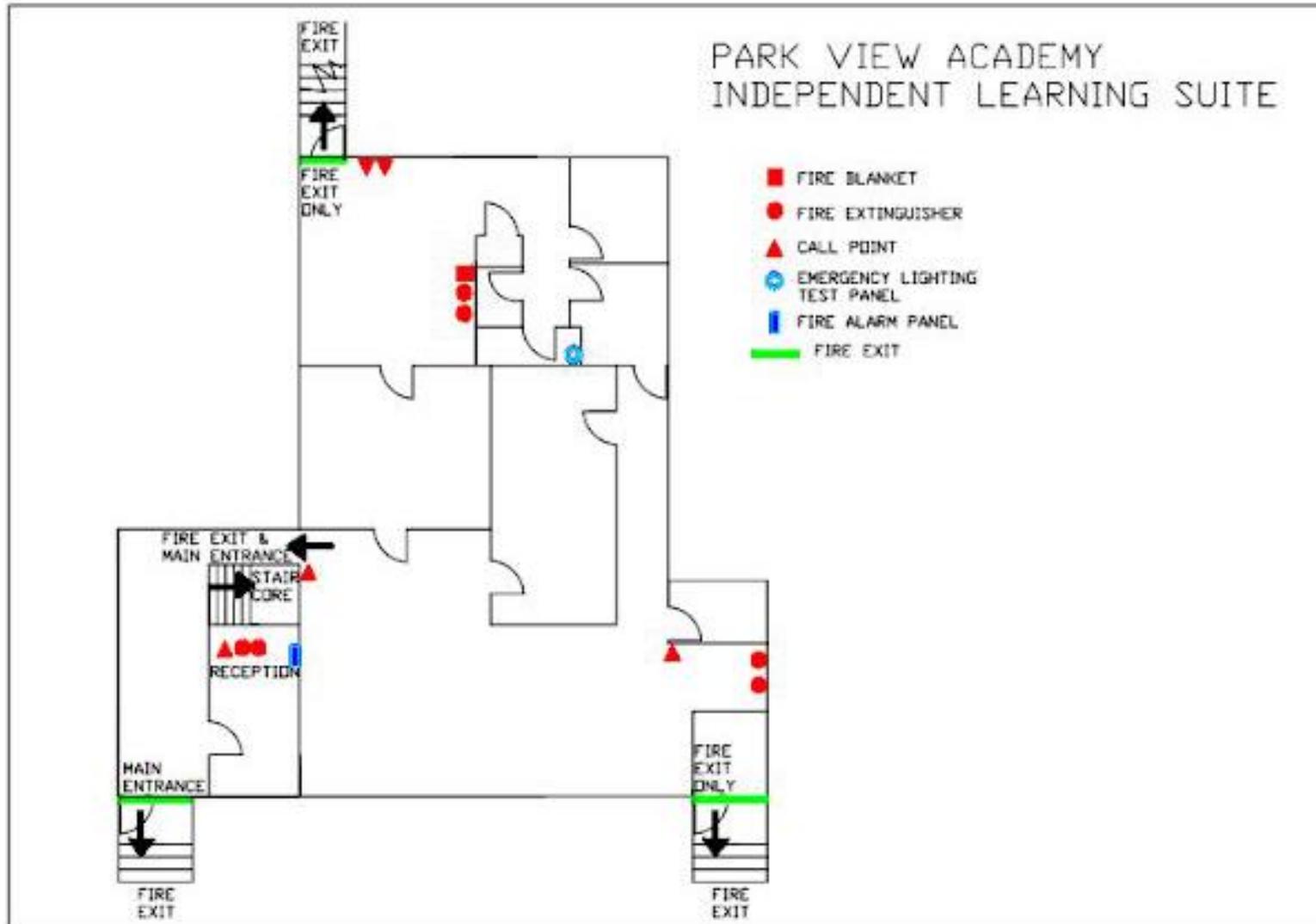
The priorities for the Accessibility Plan for our school were identified by:

- **The Executive Board**

- Head Teacher
- Managing Director

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





Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Purchase ramp for wheelchair access and hold meetings in the Life Skills Suite	When required by learner or parent	Aluminum foldable ramps - £60-£120 depending on size
2.	Stairs	Meetings to held in the Life Skills Suite Or in public meeting rooms or social areas in agreement with those involved	Ongoing as and when needed	Rental cost Aluminum foldable ramps - £60-£120 depending on size
3.	Curriculum areas upstairs	Primary KS3 KS4 Media Suite The school offers a flexible layout and design, meaning that if there is a need to move a key stage area downstairs to improve accessibility this can be achieved easily Cooking can be offered in the downstairs prep area. Elements of the media suite can be moved to the life skills area to allow access to this subject	Rearrangement is needs led depending on referrals	

4	Disabled Toilet	The school does not have a disabled toilet. A solution to this needs to be sought via consultation with school approved contractor		
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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 and MD
2	Changing and shower facilities	In place					
3	Stairs	Meetings to be held in Life Skills Suite as and when meetings are attended by somebody with inability to access stairs.	On going as and when needed	low	N/A	Ongoing	Person organising meetings
4	Changing and Shower facilities	In place					
5	External Steps	Purchase ramp for wheelchair access and hold meetings in Life-Skills Area below.	Summer 2020	Low	£60-£120		DC and RJ

6.	Disabled Toilet	Installation of a disabled toilet	Summer 2021	Medium	TBC via 3 quotes		Dc and RJ
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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 / Assistant Headteachers
2	Interventions	Headteacher to audit current interventions and their success/impact on progress.	Ongoing	Medium	Resourcing costs of identified areas to develop	Ongoing (Yearly through monitoring of teaching and learning)		Headteacher / Assistant Headteachers
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 / Subject Leads

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4	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)	Ongoing (following school training programme)	High	External specialist costs			Senior Management Team
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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	TBC	Ongoing		DC and RJ
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)		