

Rationale

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Aims of Park Lane School Accessibility Plan

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

1. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of educational opportunities.
2. Increasing the extent to which disabled students can participate in every aspect of the school Curriculum.
3. Improving the communication to disabled students, staff, parents and visitors of information that is provided in writing and verbally for students and adults.

Accountability lies with the head teacher however specific tasks are allocated to appropriate staff members.

Action	Impact	Next Steps	Actioned By
Priority 1			
The school has increased the quality of its corridor display and learning environments at varying heights. Music, sound and light is used.	All pupils have a visual, stimulating environment. Multi-sensory approach is used to develop every child's experience.	Extend to all outside areas.	SBE-SENDCo
School has good disability access-ramps can be accessed by all.	Safe and secure environment for all.	Extend access to all green spaces	HOM
The school has improved resources to support children with Dyslexic likelihoods.	Pupils are able to access Nessy screening to support their learning -coloured overlays are given along with coloured books.	Extend to more children where necessary.	SBE - SENDCo

The school is aware of the disability needs of students with disabilities	Individual plans are in place for students with disabilities and all staff are aware of the needs.	Ongoing creation of personal student plans in line with their need	SBE-SENDCo
Priority 2			
Teachers to make the curriculum accessible by using adaptive teaching strategies.	More children are able to develop independence in learning through these adaptive approaches.	Increase progress in curriculum areas for all children making teaching more accessible.	All staff
Use a variety of resources to enable all students to participate in lessons – Widget, colourful semantics, talk for writing strategies.	An enriched curriculum offer has enabled all staff to teach lessons that meet the needs of every child.	Develop assessment for academic year 25/26	SBO - DH
Increase participation for school activities, including co-curricular.	Bikeability – provided specialised bikes for disabled pupils. Partnerships with outside agencies are inclusive.	Review and Revise	JDA
All PE sessions are to be accessible for children with disabilities. – new equipment purchased focusing on inclusion of all.	All children have access to enriching equipment which supports their Physical education	Equipment to be ordered to support children’s PE sessions and to ensure inclusivity.	JDA
Priority 3			
Communication with all members of community is detailed and planned through diaries, text service, open days and Seesaw.	Use of Social Media and Mobile App (Seesaw) have improved communication throughout the school.	Review and revise	SBO - DH