



Park House School Accessibility Plan

January 2023

This Accessibility Plan applies to Park House School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Brett Coley / Jennifer Smith

This plan was approved by the Governing Body on: 25/2/24

This plan is due for review by: January 2025

Park House School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:



1. not to treat disabled pupils less favourably for a reason related to their disability; 2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Park House School to increase access to 1

education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that Park House Schools accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Park House School

Park House School is a mixed sex, secondary comprehensive school with 1100 students on roll. The school comprises 17 buildings covering a large site on mostly ground floor construction with a small number of first storeys.



PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

We are a forward looking school without limits; a dynamic community; welcoming to all; a family which values the journey and the destination. We all take responsibility, we believe in each other, strive for success and lead by example. We are ambitious, sharing an exciting vision, building lives for the future.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:					
Objective	Timeframe	Resp	Y1 review	Y2 review	Final review
To ensure that Learning Plans have been completed on a termly basis for pupils with SEN and disability who		JES			



require them					
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To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible.

Educational Psychologist on site on a needs basis to support vulnerable students and those with SEN and disability

Specialist DI training put in place to support students with low literacy and numeracy levels to be able to access the full curriculum

NL

NL

SW



To support students with Social, emotional and mental health needs to access the curriculum. This support structure to include 3 support members of staff – SEMH lead, ELSA, Counsellor.		JES			
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Objective	Timeframe	Resp	Y1 review	Y2 review	Final review

Objective	Timeframe	Resp	Y1 review	Y2 review	Final review
School newsletters are available in a larger font and size if there are parents who are visually impaired.		JK			



The website is written in user-friendly language, with as non-complex vocabulary as we can manage		JK			
Students who have a Speech and Language difficulty get extra support in order to help them access the online learning platforms and complete their homework in homework club.		JES			