

The logo consists of a white circle containing the text "Outcomes First Group." in a dark blue, sans-serif font. The background of the entire page is a vibrant teal color, featuring large, abstract white and orange curved shapes that create a modern, dynamic feel.

**Outcomes
First
Group.**

Accessibility Policy and Plan

Reviewed on: April 2025

Reviewed by: April 2026



Aims

Parkside House School is an inclusive school, and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they can.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Purpose

The purpose of this policy is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the delivery of information to disabled pupils in a way that is accessible to them.

Overview of School Sites

Parkside House School operates across two locations to better serve the diverse needs of our pupils. Our main site is based at Backworth, North Tyneside and our other site is based at Ashington, Northumberland.

Accessibility Considerations

Curriculum Participation: Both sites are equipped to ensure that all pupils can fully participate in the curriculum. This includes differentiated teaching strategies, accessible materials, and the use of assistive technologies.

Physical Environment: Each site has been assessed to identify and address any barriers to accessibility. Improvements will be made continuously to enhance the physical environment, ensuring it meets the needs of all pupils, including those with disabilities.

Information Delivery: We are committed to providing information in formats that are accessible to all pupils. This includes written materials, digital content, and verbal communication tailored to individual needs.

Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.



Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having difficulty learning solely because the language or form of language of their home is different from the language in which they will be taught.

Under the 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.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. Parkside House School Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
3. Improve the availability of accessible information to disabled pupils

Consultation and Review

This Accessibility Policy and Plan will be reviewed annually, and feedback will be sought from pupils, parents, and staff to ensure its effectiveness.

The school will consult with relevant stakeholders, including local authorities and disability organisations, to gather insights and best practices.

Implementation, Review and Monitoring

The Headteacher will be responsible for the implementation of this policy ensuring that adequate resources are allocated for its execution.



The effectiveness of the Accessibility Plan will be monitored regularly to ensure it remains effective across both sites, and adjustments will be made as necessary. We will allocate adequate resources to implement the Accessibility Plan effectively at both the Backworth and Ashington sites, ensuring that the needs of our pupils are met consistently.

The Accessibility Plan will also be published on the school website.

Parkside House School's Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy
- Curriculum Policy
- Behaviour policy
- Medicine policy



1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Parkside House School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communications with schools to provide a quality transition.	SLT SENDCo	To identify pupils who may need additional support To complete pre-admission meetings with clinical team and pastoral lead. Sharing Welcome Pack with families to ensure parents/ pupils visit site	Teacher/SENDCo time Welcome pack Meeting proforma	On going	Transition for children from other schools is smooth with adequate and appropriate resources and provision. Positive feedback from parents/carers and pupils.
Effective communication and engagement of parents	Deputy Head SENDCo SLT	Introductory meetings in the Autumn Term with teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents Positive feedback from parents and carers regarding curriculum accessibility.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT	Audit Staff strengths/gaps in knowledge. Provide training for staff on inclusive teaching practices. Internal and external training from outside agencies- Autism support team, Speech and language, OT LSA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCo to do 1:1 sessions with teachers Use differentiated teaching methods to meet the diverse needs of pupils.	-Staff meeting -LSA training -SENDCo/Teachers time -External agency training	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and effective. Increased participation rates of pupils in all aspects of the curriculum.

To ensure that the medical needs of all pupils are met fully within the capability of the school	SLT	Conducting parent interviews To liaise with external agencies Make relevant referrals to external agencies Improving training needs Ensure medication and first aid policies are being followed.	-Staff meeting -LS training	On going	All advice acted upon. All pupils' needs are met, and they are able to access the curriculum
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Appropriate use of specialised equipment to benefit individual pupils and staff	SLT SENDco	iPads available to support children with difficulties Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment visual timetable, writing with symbols, wobble cushions etc. Purchase Widgit to make resources.	Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which support their learning and remove barriers to learning. Increased participation rates of pupils in all aspects of the curriculum.
Appropriate use of intervention and their success and impact on progress	SLT SENDco	Track intervention success on spreadsheet Have intervention groups across classes/ year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	-Insight -Training on new interventions through external professionals -Resources required to deliver interventions	One year	Progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books	One year	Children will be able to identify with characters in stories, historical figures, and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day trips in light of current cohort	SLT SENDCO EVC	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children can access the trip to its full extent. Pre visits paperwork to be completed on EVOLVE	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips Completion of identified improvements within the set timeframe.



Ensure all children feel safe and involved at playtimes	SLT SENDCo	Staff encourage children to join in games Education staff report children who may not be involved at playtimes at fortnightly meeting	Training for staff -Fortnightly meeting/ vulnerable children meeting -Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children Positive feedback from pupils, and parents/carers
Maintain safe access round the interior and exterior of the school	SLT Facilities Manager	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear communication with parents through letters/newsletters/website/1:1 school staff. Implement any necessary modifications such as signage. Ensure that all new developments comply with accessibility standards.	-Premise meeting minutes - Premise walk	On going	There is safe access throughout the school No accidents or near misses. Completion of identified improvements within the set timeframe.

3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	SLT Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	SLT SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms. Regularly review the methods of information delivery to ensure they meet the needs of all pupils.	Google translate Braille Large print Electronic formats	On going	Parents are able to access all information Evidence of effective communication strategies in place. Increased satisfaction among pupils and parents/carers regarding the accessibility of information.



Improve use of pictorial communication systems (Widgit)	SLT SENDCO	Use Widgit to make classroom resources (e.g., word mats, visual timetables, social stories). SLT to train on most effective ways to use Widgit. Provide training for staff on how to communicate effectively using these systems.	Training Time for meetings	On-going.	All school staff are aware of disabilities of children in their classes. Evidence of effective communication strategies in place.
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