

Accessibility Plan 2025-2027

New Park Primary school has a duty to plan, over time, to increase access to all areas of school life. This includes improving the physical environment. When decorating or refurbishing any part of the building New Park Primary school should consider what features would benefit students with different disabilities.

Access to the Curriculum:

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers, SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

Area	Targets	Support	Timescale	Responsibility	Outcomes
Specialist advice and support.	<ul style="list-style-type: none"> Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum To establish and maintain close liaison with outside agencies for pupils with additional needs 	<ul style="list-style-type: none"> Liaise with external agencies e.g. physiotherapy/occupational therapy /hearing impairment/visual impairment /Autism Support /Speech & Language/ Child and Adolescent Mental Health services as necessary to support pupils with additional needs. Time allowed for SENCo and other staff to attend network opportunities 	Ongoing	SENCo, DSL, Therapy lead	The school accesses specialist advice internally and externally and support ensuring that appropriate adaptations, resources and strategies are in place to maximise access to the curriculum for pupils with additional needs.
Specialist resources or equipment	Pupils will have reasonable adjustments to allow access to the curriculum	<ul style="list-style-type: none"> Guidance from external agency reports including EHCP's to ensure reasonable adjustments are made to 	Ongoing	SENCo	All pupils will feel included in the curriculum and the learning opportunities

		<p>allow access to the curriculum.</p> <ul style="list-style-type: none"> • Liaise with Liverpool's sensory team to support identified hearing and visually impaired students • Liaise with Occupational Therapy via attached consortia group (Liverpool) team to support identified sensory needs or physically impaired pupils. 			out and within the classroom.
To establish and maintain close liaison with parents	Parent(s) of pupils with a support plan are invited to review termly with the class teacher and/or SENCo.	<ul style="list-style-type: none"> • Parent(s) of pupils with a support plan are invited to review termly with the class teacher and/or SENCo. • Annual reviews for pupils with an EHCP will take annually or sooner if school or parent request. 	Ongoing	Class teachers, SENCo	Parents of children with special education needs feel involved in supporting their child
Medical Conditions	Ensure medical conditions of pupils are managed effectively to allow inclusion and full attendance.	<ul style="list-style-type: none"> • Ensure care plans are put in place with parents and school nurse. • Ensure correct procedures for storage and administration of medicines are in place. • Have correct first aid facilities in place. • Ensure staff are trained in first aid, adrenaline injectors, asthma, epilepsy and other conditions as necessary. 	Ongoing	Medical Lead	Medical conditions are effectively managed within school enabling inclusion and optimal attendance of pupils with medical conditions.

		<ul style="list-style-type: none"> • Liaise with school nurse for advice and guidance. 			
Taking Tests	Access arrangements to meet individual needs when taking tests are applied for and arrangements made and support provided to eligible pupils e.g. access to readers, scribes, additional time.	<ul style="list-style-type: none"> • Ensure appropriate testing and reports are completed in order to apply for access arrangements for pupils with additional needs. • Appropriate resources are in place for pupils during testing including enlarged papers, braille or sign language. • School applies for specific access arrangement for external tests and implements the arrangements agreed for eligible pupils. 	Yearly	Year 6 teachers, Assessment lead, SENCO	Access arrangements are reviewed annually to meet the needs of individual pupils when taking tests. Barriers to pupils achieving their full potential are reduced.
Access to off-site venues	Ensure school visits and trips are accessible to all pupils	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability. • Include specific pupils on risk assessments. • Visits to off-site venues are visited prior to the pupils attending and risk assessment is carried out for onsite risks. • Guidance on safety of students using public transport will be followed in guide with the federation and Transport for London. • A cab or minibus is booked if 	Ongoing	Lead teacher for trip, SENCO, EVC Lead	All pupils can access all school visits or trips and take part in a range of activities.

		necessary, to ensure access to off-site venues.			
Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Ensure pupils' needs are met with a differentiated curriculum, appropriate environment and interventions	<ul style="list-style-type: none"> • Regular training for all staff. • Key staff trained in positive handling to ensure any physical contact is delivered from a fully trained member of staff. • Termly review of interventions. • Staff training through inset, staff meetings, working with professionals and Inclusion/SEND manager. • External agency training when required if skills are not available within the school. 	Ongoing	Leadership Team	<ul style="list-style-type: none"> • All pupils make good progress • All pupils feel safe while in school • All staff feel safe while in school
To ensure all pupils feel involved at playtimes	Ensure pupils' needs are met safely during unstructured times.	<ul style="list-style-type: none"> • All pupils are involved at playtimes • All pupils feel safe at playtimes 	Ongoing	Leadership Team, SENCO, Class teachers, Midday supervisors	<ul style="list-style-type: none"> • Friendship bench • Games equipment purchased

Access to the Physical Environment

Area	Compliance status	Action required	Timescale	Responsibility	Outcomes
Main Building	Building is compliant throughout. No access issues.	No changes required.	n/a	Health and Safety Lead, Leadership Team	Keep under review. All children and adults are safe in the school
Signage	Emergency exit route plans are displayed in every room.	Monthly monitoring to ensure route plans are visible in every room and not covered over.	Ongoing	Health and Safety Lead, Leadership Team	Reviews will be carried out on an annual basis to meet the needs of staff and pupils.
Fire Alarm System/ Evacuation of Building	Pupils who may need additional support in the event of an emergency evacuation of the buildings have been identified and action plans are in place	Actions/Personal Emergency Evacuation Plans require updating annually as pupils generally move to a new classroom each September.	Yearly	Health and Safety Lead, Leadership Team	All pupils evacuate the building safe.

Area	Targets	Action Required	Timescale	Responsibility	Outcomes
Written Communications (brochures,	Ensure communications to pupils and parents	<ul style="list-style-type: none"> Review format of current electronic communications and materials and the 	Ongoing	Leadership Team, Website Admin	<ul style="list-style-type: none"> The Academy will be able to provide written information

newsletters etc)	are available in an appropriate format for those with special needs and/or disabilities	<p>special arrangements for those with SEND.</p> <ul style="list-style-type: none"> • Key documents are available in paper format in the school office. • Paperless communication is sent to parent's emails that are on SIMS/Edukey and available to access from the school website. • Staff are available to discuss any important information that may be missed if in written format for parents. • Staff to be aware if they have any parents who have shared that they have literacy difficulties. 			<p>in different formats when required for individual purposes with improved use of visuals and symbols.</p> <ul style="list-style-type: none"> • Parents and carers will feel informed of events and activities in the school. • Parents and carers will feel informed of any changes that occur in the school.
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