

Parkway Primary School

Accessibility Plan



Updated September 2025

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Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the 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 availability of accessible information to disabled pupils

The aim at Parkway Primary School is to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

The school recognise it's duties to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This will ensure that, at every level, in all aspects of the school community and its life, everyone will be treated equally.

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.

Under the Special Educational Needs and Disability (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.

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 an auxiliary aid or adjustments to premises.

Key to Action Plan

Priority Ratings

Priorities for action may be dependent upon a range of factors including, for example:

- Compliance to AD M (Part M of The Building Regulations)
- Client's policy and objectives
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Budget Implications

Potential budget costs have been suggested. Especially in the case of higher budget suggestions, it is recommended that quotation and tender exercises are undertaken in compliance with the schools and funding bodies financial regulations and appropriate budget allowed for at the point of preparing the school's annual expenditure budget.

N - None

Such recommendations are likely to be achievable with no revenue cost to the school.

OG - Ongoing Maintenance

Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

L - Low

Such recommendations are likely to be achievable for a budget of less than £1000

I - Intermediate

Such recommendations are likely to be achievable for a revenue budget of between £1000 & £5000. Such action may need allowing for at annual budget planning time.


H - High

Such recommendations are likely to be achievable for a capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

ST - Structural Change



Such recommendations are likely to require a budget exceeding £15,000. Strategic Budget and Project planning at a professional level of support are likely to enhance delivery of the desired change.


Action Plan

Audit reference and item	Audit findings	Actions to be taken	Priority	Budget Implications	Target date	Person responsible	Completion date
<p>10.2.2</p> <p>Disabled Parking</p>	<p>Yellow zigzag lines are in place in front of the vehicular entrance to the school. School Keep Clear Road markings were initially introduced in the 1964 Traffic Signs Regulations. They were originally consisting of broken white lines that formed a box containing the words 'School Entrance'. In 1975 these markings were changed to the current yellow zig zag lines with the words 'School Keep Clear' placed between the zig zag lines.</p> <p>Due to the success in helping to prevent accidents between motorists and children, these yellow zig zag lines are now seen at the majority of school entrances and exits throughout the UK.</p> <p>There is a staff presence at drop-off and pick-up times.</p> <p>There is a carpark located to the site of the school. There is one accessible parking bay at the entrance to the carpark, and two further bays by the entrance to the back reception.</p>	<p>Place a sign at the entrance to the car park showing its location. For example:</p> 	C	L	2023		
	<p>Erect a sign in front of the bay at a height of 1 metre. (In case of snow on the ground.) For example:</p> 	C	L	2023			
	<p>Mark out a safe walkway in the car park. For example:</p> 	C	N/L	2022			
<p>10.2.3</p> <p>Security Gates and Barriers</p>	<p>The school site is secure and the access to the main school is through the reception, at which point all visitors are vetted and their reason for wanting to gain entry to be qualified prior to being granted access into the building.</p> <p>The school will take all reasonable efforts to restrict access to the building to prevent unauthorised access to children and ensure the personal safety of staff. The access control procedures for the building are:</p> <p>The site is very secure with intercoms at pedestrian entrances.</p> <p>Ensure that intercoms have compliant signage explaining to users what they need to do.</p>	<p>Provide signage next to the intercoms. For example:</p> 	C	L	2022/23		

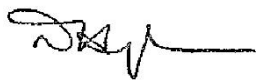
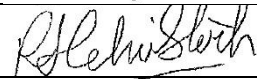

<p>10.2.5</p> <p>Reception Facilities</p>	<p>A wheelchair user can enter principal main entrance unaided.</p> <ul style="list-style-type: none"> • Intercoms / video phones at appropriate height? Yes. NB in previous section regarding compliant signage. • Are manual doors heavy to operate? No Reception staff are aware of the needs of disabled visitors and communication is inclusive and supportive. • Wheelchair accessible counter? At the back-reception desk there is, however at the front reception desk there is not. • Space for a wheelchair to wait? Yes • Reception Chair with arms? Yes • Alternative Signage in large fonts available? Yes • Permanent hard-wired or Portable Induction Hearing Loop available? No An induction loop with appropriate signage should be provided to assist hearing-aid users to communicate with the receptionist. There is no induction loop fitted to assist visitors who have impaired hearing in the reception area. • Accessible toilet available nearby? Yes. Signage is needed at both receptions to the nearest accessible toilet. 	<p>Place a collapsible shelf at the front reception desk.</p> 	C	L	2022/23		
		<p>Install a portable hearing loop and clearly display the sign at both the front and the back receptions.</p> 	C	L	2023		
		<p>Provide either signage or instructions from the reception area (both) to the visitor's accessible toilet. For example:</p> 	B	N/L	2022		
<p>10.2.6</p> <p>External Areas</p>	<p>Paths and routes are safe and clearly marked, with surfaces and kerbs free from trip or safety hazards. They are also separate from all vehicle movements. The school does not have any external steps. However, in the older building, entry to the classrooms from outside have a step. These should ideally be ramped. There is one ramp on the school site. The ramp length and the gradient is suitable and it is wide enough to full length of ramp slope and landings. The top and bottom landings are of adequate size. The surfaces are suitable and the slope surfaces are visually contrasting with the landings. The ramp has been built in line with guidelines in</p>	<p>Ideally consider placing ramps at entrances to classrooms from the outside where there is a step up. This is particularly important should a child in a wheelchair be admitted.</p>	C	L	2023/2024		

	Approved Document M (ADM) of The Building Regulations 2010 and BS8300:2009+A1:2010.						
10.2.7 Emergency Evacuation	Do pupils with SEND needs have Personal Emergency Evacuation Plans in place? No. The school should ensure that these are in place should a child need one. Fire drills/emergency evacuations are rehearsed termly. The school should ensure that there are always certain members of staff trained in helping mobility impaired people evacuate. This is for all users of the building, not just pupils. The school has commented that the Oak Trees staff are assigned to help identified children. All necessary fire risk assessments have been carried out with all fire extinguishers checked and serviced annually.	Train some members of staff in assisting those with a mobility impairment evacuate the building should an emergency occur.	B	L	2022		
10.2.10 Accessible Toilets	<p>There are five accessible toilets across both buildings. Four are in the older building, and the fifth is on the upper floor of the newer building. Ideally, there should be an accessible toilet on the lower floor of the new building, as well as the upper floor. All are stand-alone and gender-neutral.</p> <ul style="list-style-type: none"> • Are the fittings compliant with code of practice? Yes • Sink, hand drying facility, mirror, coat hooks, shelf for belongings, – provided and at an accessible height? Yes • Are the floor surfaces slip-resistant? Yes • Are emergency aid cords fitted, are the tangled, tied back, or in ready to use condition? Some are tied back. • Are emergency aid beacons provided outside the toilet? Yes • Have staff been trained and know how to respond to an activation of the emergency beacon? No • Are flashing fire alarms fitted in accessible toilets for the hard of hearing? Yes 	Ensure all emergency alarm cords are loose and in fit-for-use condition.	B	L			
		Train staff in responding to the activation of an emergency alarm from within the accessible toilets	B	L			
		Consider the installation of a fully functional accessible toilet on the lower floor of the new building.	C	L			
10.2.13 Internal Signage	Signs in uppercase do not conform to the Equality Act 2010 as they are potentially confusing to those with a visual impairment. Constantly review your signage to ensure the criteria are being met. Signs should form part of an integrated communication scheme that gives clear	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding and option in Braille. For example:	C	L			

	<p>directions, information and instructions for use of a building – BS 8300:2001.</p> <p>Tactile signage makes visual information accessible to blind and partially sighted people. Accessible maps and signs ensure blind and partially sighted people can find their way around your school. This is a legal requirement to make sure your signage doesn't exclude people from accessing your school.</p> <p>Any new signs should be designed to meet the requirements of the Sign Design Guide. This is published by the JMU & Sign Design Society. Some of the signs at the school are in uppercase.</p> <ul style="list-style-type: none"> • Are classrooms uniformly signed? Yes • Is any internal signage potentially confusing? No • Clarity, visual contrast, Capitals and lower case? Some in uppercase only. • Use of non-verbal signage, Braille? No • Use of floor plan maps? Yes • Location and sufficiency of signage? Could be improved with more signage. 						
<p>10.2.18</p> <p>Doors</p>	<p>External doors across much of the school building open outwards. People with mobility impairment find these doors a barrier to access, because it is difficult if not impossible to open them from a wheelchair.</p> <p>In addition, the lack of contrast between the doors frame and handle do not assist users with visual impairment.</p> <ul style="list-style-type: none"> • Are there noisy door closures? No • Do all doors have the correct D style of handles? Not all • Are doors accessed by disabled pupils wide enough for wheelchair access? Yes • Do doors include vision panels that extend low enough to enable short or young or wheelchair pupils to see through and be seen? Yes • Are door with closers openable with minimum force? Yes 	<p>Change non-compliant door handles to the D style of handle: Example:</p> 	C	L	2023		
		<p>Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:</p>	C	N/L	2022/2023		

	<ul style="list-style-type: none"> • Are door handles of a contrasting colour to the background? Not all • Are corridor doors held back in an open position for ease of access? Yes • Do held-open doors have high visibility edge markings for ease of identification? Yes 							
<p>10.3.1</p> <p>Training of Teachers and Teaching Assistants</p>	<p>The school supports all staff to continue learning, alongside their students. They are committed to:</p> <ul style="list-style-type: none"> • Providing the time, resources, choice and autonomy to allow effective, personalised, professional development - within a supportive whole school structure • Developing a coaching culture, with an emphasis on deep reflection, listening for understanding and personalised support • Providing a wide-range of CPD opportunities • They also offer training opportunities for their non-teaching staff to support their development and career aspirations. • Do staff, governors and pupils receive training and education in disability equality issues? No, not presently. Through training and discussion, barriers can be broken down and compassionate understanding can be achieved. • Creative, practical and stimulating Disability Awareness Training could have a very positive impact on staff. 	<p>Provide training in disability awareness to staff, governors and pupils.</p>	<p>B</p>	<p>L</p>	<p>2022/2023</p>			

Signatures

Position	Name	Signature	Date
Governor/Board Member	Dee Higham		16.09.2025
Head Teacher	Robert Celino-Stock		16.09.2025
Inclusion Manager/SENCo	Lucy Cross		16.09.2025

Next Review September 2028