


<b>THE PRIORY PRIMARY ACADEMY TRUST</b>	<b>DATE AGREED</b>	<b>November 2020</b>
<b>POLICY AND PROCEDURE STATEMENT</b>	<b>REVISION DATE</b>	<b>November 2023</b>
 <h2 style="color: blue;">The Priory Primary School</h2>		
<h2 style="color: red;">Accessibility Policy and Plan</h2>		
<b>HEAD TEACHER</b>	<b>MIKE STEWART</b>	
<b>CHAIR OF GOVERNORS</b>	<b>JONATHAN PENDER</b>	

**Approved by:**

**Date:**

**Last reviewed on:**

## Accessibility Policy

### Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

### 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.

This policy complies with our funding agreement and articles of association.

The Equality Act, 2010 provides the following definition:

**“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.”**

The Governing Body is accountable for the implementation, review and reporting on progress of the accessibility plan over a prescribed period. The plan will be reported upon annually in respect of progress and outcomes. The Priory is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff., parents/cares and visitors regardless of their education, physical, sensory, spiritual, social, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to fostering a culture of inclusion, support and awareness within the school.

The Priory’s plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It takes account of:

- Access to the curriculum for pupils with a disability, including access to extra-curricular and out of school activities
- Access to the physical environment of the school
- Making communication accessible to all

A brief review of changes to the school’s environment over the last 10 years

- A £400,000 building project addressed a significant number of accessibility issues and has brought about the following positive outcomes:
- A new children’s accessible toilet, with specialist changing table facility
- Vision panels to doors
- Ramped access with handrail to older part of the school building
- Improved access to the rear playground and field; therefore improved access to fire assembly point
- Our most recent building project (£300,000 from the Capital Improvement Fund) addressed significant accessibility issues in the hall. Once cramped and no longer compliant with current fire regulations, the hall size was almost doubled in area (completion July 2017) to provide a space that is now fit for purpose. All children can now be seated comfortably and all visitors can be accommodated. The area is light and bright with good ventilation and adequate fire escapes. As part of the hall extension, the access to the rear playground was improved with new paving and a very gradual slope to join the playing area and the access to the field was improved with new wider steps and handrails.

Other improvements have been:

- Ramped access to the playing field
- Provision of dedicated disabled parking space

In drawing up the current plan, the 3 key aims to be considered are:

### **1) Improving access to the curriculum for pupils with disability**

The school will continue to work with specialists teachers and advisers, and as appropriate, health professionals

### **2) Improving and maintain the physical environment**

The school will take account of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings

### **3) Improving the delivery of information to pupils with disability**

The school will make itself aware of local services for providing information in alternative formats when requested or required.

## **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the headteacher.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- School improvement plan
- Special needs policy
- Home / School agreement

## Accessibility Action Plan

Aim	Current Good Practice	Objectives	Actions	Person Responsible	Date to be Completed	Success Criteria
<p>To access to the curriculum for pupils with disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>1. To ensure all teaching staff have regular and updated training to meet the range of needs of a diverse pupil population (learning needs and physical disabilities)</p> <p>2. To develop of a number of learning hubs to support the specific learning and physical needs of pupils.</p>	<p>Arrange training for all staff to support a wide range of learning and physical disabilities – inc (but not limited to) – dyslexia, autism, behaviour defiance, hearing / speech, Down Syndrome or Trisomy 21.</p> <p>To research and establish best practice in creating a learning hub - offering a supported, teacher planned, LSA led differentiated curriculum for</p>	<p>SENCO / DHT / Headteacher</p> <p>SENCO / DHT / Headteacher</p> <p>SENCO / DHT / Headteacher / ELSA</p>	<p>Annual &amp; ongoing</p> <p>First integrated in September 2020 and monitored and reviewed ongoing.</p> <p>November 2020</p>	<p>All staff feel empowered and enabled to teach and support the learning and physical needs of all learners.</p> <p>The learning hubs support and challenge the children effectively and provide a differentiated curriculum that is suitable for their particular learning needs.</p>

		<p>3. To ensure the most effective resources are purchased (especially digital and physical manipulatives) to support the physical and educational needs of all of our learners.</p>	<p>children who have moderate to serious learning needs / disabilities.</p> <p>To purchase Clicker 8</p> <p>To purchase new hardware to support the digital provision at the school</p> <p>To purchase a wider range of physical manipulatives for use in a range of subjects – especially Mathematics.</p> <p>To purchase a wider range of dyslexic friendly texts.</p> <p>To develop the use of dictation software.</p>	<p>Subject leaders / Curriculum leader / Headteacher</p>	<p>December 2020</p> <p>Ongoing and annual</p> <p>2020/21</p> <p>2021</p> <p>Ongoing and annua</p> <p>2021/22 curriculum review</p>	<p>The resources (digital and physical) support the widest range of learning need in all aspect of the curriculum.</p> <p>People with disabilities are exemplified in a</p>
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		<p>4. To review the curriculum resources to include examples of people with disabilities.</p>	<p>To investigate and implement a wider range of digital resources to support the specific learning needs of the pupils.</p> <p>Subject leaders to review current curriculum documents and suggest possible edits where people with disabilities can be exemplified.</p>			<p>number of curriculum areas and the pupils of the Priory are more understanding of the wider world we live in.</p>
<p>To improve and maintain the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bay</li> </ul>	<p>1. To develop the front playground allowing for wider use of sports for all ages, learning needs and physical disabilities. Also, the front</p>	<p>Resurface the front playground with specialised (softer) materials, ensuring the playground is level and there are none of the grooves and sunken aspects</p>	<p>Headteacher / Site Manager / External Contractor.</p>	<p>2020/21</p>	<p>The playground can be used as an accessible resource to support sports and play provision for all physical needs as well as providing safe</p>

	<ul style="list-style-type: none"> <li>• <i>Disabled toilets and changing facilities</i></li> </ul>	<p>playground is the key entrance point to the school and as such will allow safer access to the school for all stakeholders.</p> <p>2. To improve the schools' outdoor pathways and gate systems to allow easy navigation for all physical needs arounds the school site.</p> <p>3. To improve parking provision for disabled families.</p>	<p>that are features of the current surface.</p> <p>Initially to maintain the pathways so the surface is level and free of obstructions. To then consider a complete resurface of the most uneven sections of the path.</p> <p>Increase the disabled parking bays from 1 to 3.</p>	<p>Headteacher / Site Manager / External Contractor.</p> <p>Headteacher / Site Manager.</p>	<p>Maintenance – ongoing</p> <p>Resurface 2021 – 2023.</p> <p>2021/22</p>	<p>entrance to the school for all school stakeholders.</p> <p>The pathways provide safe (wheelchair and physical disability needs) navigation around the school site.</p> <p>Parking for families with a disabled pupil / disabled parent is easier as is access to the school site.</p>
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<p>To improve the delivery of information to pupils with disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>● <i>Internal signage</i></li> <li>● Pictorial or symbolic representations</li> </ul>	<p>1. To develop the school's website.</p>	<p>The school website is redesigned to support communication / home learning and the provision of information for all pupils / parents – however with a particular focus on supporting the learning needs of pupils with a disability.</p>	<p>Headteacher / Office Manager / DHT.</p>	<p>Launch - 2020 / 21</p> <p>Further Developments – ongoing &amp; annual.</p>	<p>Parents and children with a disability have a more comprehensive resource (the website) in which to gain information / support.</p>
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## Appendices

### Appendix 1: Accessibility Audit

Accessibility audit to be undertaken on an annual basis led by the school's headteacher and site manager.

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Date to complete actions by</b>
Corridor access				
Doorways / entrances				
Pathways				
Ramps				
Toilets				
Reception Area				
Meeting Areas (inc hall)				
Internal Signage				
Emergency Escape Routes				
The classrooms				

