

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	2017
POLICY AND PROCEDURE STATEMENT	REVISION DATE	2020
 The Priory Primary School		
ACCESSIBILITY POLICY & PLAN		
HEAD TEACHER	MR MIKE STEWART	
CHAIR OF GOVERNORS	JONATHAN PENDER	

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/carers 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

The plan should be read in conjunction with the following policies, strategies and documents :

- Equality objectives
- Health & Safety policy
- Special Educational Needs policy
- Behaviour policy
- School improvement plan
- Home/School agreement

Brief review of recent changes to the school's environment

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
- A new adult's accessible toilet
- 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

Other improvements have been:

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

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

- Improving education and related outcomes
The school will continue to work with specialist teachers and advisers, and as appropriate, health professionals

- Improving 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

- Improving the provision of information

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

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.

Target	Strategy	Outcome	Timeframe	Desired Achievement
<p>Ensure everyone is aware of and familiar with the contents of the accessibility plan</p> <p>Ensure everyone is accountable and responsible for the successful implementation of the plan</p>	<p>Provide copies of the accessibility plan for all staff, governors, parents and other stakeholders</p> <p>Incorporate into monitoring programme for the school</p>	<p>Current plan available in hard copy and via website and make named groups aware of plan</p> <p>Evident in planning files and in assessments/ planning for trips</p>	Ongoing	All staff and governors have a good knowledge of additional needs and the potential impact on the running of the school day/ physical environment. Staff are proactive at suggesting changes, when necessary
To ensure information and data inform staff of needs for specific children	<p>Keep register and details of participation in extra-curricular activities</p> <p>Continue to keep detailed records of children's progress including specific special needs groups</p> <p>Ensure that policies and procedures continue to make provision for access for all children taking account of their specific individual needs</p>	<p>Extra-curricular activities show inclusion of children with specific needs</p> <p>Progress of children with specific accessibility needs is at least in line with national expectations</p> <p>Policies make reference to accessibility issues</p>	<p>As required</p> <p>Start of each academic year</p> <p>Annual policy review</p>	<p>Children included even in the most adventurous extra-curricular activities e.g. singing at the O2</p> <p>Personal, Escape & Evacuation plans completed/reviewed</p> <p>Policies both compliant and reflective of current situation in school</p>

Ensure current policies are inclusive of pupils who have a disability – initial focus admissions, behaviour, teaching and learning, SEN & inclusion	Review current policies to establish whether they are in line with DfE requirements	All policies are reviewed regularly to ensure that they reflect national requirements and the ethos of the school	As required & at least annually	Policies both compliant and reflective of current situation in school
To ensure the views of all stakeholders and appropriate agencies are considered	Provide details of the plan via the school website and give contact details for parents/carers to contact the school to be able to make suggestions Ensure that further input/recommendations are added to the plan	Views of interest groups are reflected in the plan	Annual review Amendments made as necessary	Website is informative and compliant
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available	Academic year 2017-18	SW trained as ELSA; all staff & parents are available of service, its remit and the referral process
To ensure that the accessibility plan is managed, coordinated and implemented appropriately	Review and revise the plan once a year during the summer term To include plan priorities in the school improvement plan	Plans reviewed and revised once a year Priorities recorded in school improvement plan	Autumn term annually	School improvement reflects aims and outcomes
All out of school activities are planned to ensure the participation of	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers	Ongoing	Specific risk assessments for activities identify issues; no child prevented from attending;

the whole range of pupils		that comply with all current and future legislative requirements		enrichment activities are fully inclusive
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of the individual	Ongoing	Specialist equipment in place (highchair, writing slopes, sensory equipment, coloured acetates)
To ensure that all staff and governors receive relevant training on autism, speech and language, emotional, social and behavioural needs and dyslexia	Audit staff training needs Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of the school	Whole school community aware of issues relating to access and inclusion	General training as required, including 2 nd presentation for governors Spring Term 2018 Ongoing discussions	AS (SENCO) presentation of information to governors
Ensure equality of provision at lunchtimes	Review current provision at lunchtimes Seek the views of the children (through school council) Identify what is required to improve lunchtime provision Use SEAL materials in class to promote positive attitudes and behaviours at lunchtime	The needs of all pupils are identified and reflected in lunchtime provision	Ongoing with particular attention paid at the start of new academic years/when new children start As required	All children are able to enjoy a happy playtime with full and equal access to all activities and supported as necessary
Ensure that methods of communication used within school are inclusive	Evaluate current provision	All communication are shared through a range of appropriate methods that reflect the needs of the school and wider community	Ongoing and reviewed as new circumstances occur	All members of the school community remain fully informed

Reviewed Jan 2020

Sept 2020 to be reviewed again