

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	January 2024
POLICY AND PROCEDURE STATEMENT	REVISION DATE	January 2027
 The Priory Primary School		
Accessibility Policy and Plan		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

Jan 2024	Updated review of recent changes
	Removed reference to learning hub in section 1 of plan
	Removed reference to front playground plan in section 2 of plan as completed

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 15 years

- New gate system with intercom to improve access for those with physical disabilities as well as providing extra security
- Resurfaced front playground to improve access and safety
- Improved website to improve online accessibility
- 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 maintaining 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 objectives
- 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 ensure 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 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>3. To review the curriculum resources to include examples of people with disabilities.</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.</p> <p>To purchase new hardware to support the digital provision at the school (chromebooks)</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 investigate and implement a wider range of digital resources to support the specific learning needs of the pupils. (Reading eggs software)</p> <p>Subject leaders to review current curriculum documents and suggest possible edits where people with disabilities can be exemplified.</p>	<p>SENCO / DHT / Headteacher</p> <p>SENCO / DHT / Headteacher</p> <p>Subject leaders / Curriculum leader / Headteacher</p>	<p>Annual & ongoing</p> <p>September 2023</p> <p>July 2024</p> <p>July 2023</p> <p>Ongoing</p> <p>2021</p> <p>Ongoing and annual</p>	<p>All staff feel empowered and enabled to teach and support the learning and physical needs of all learners.</p> <p>The resources (digital and physical) support the widest range of learning need in all aspects of the curriculum.</p> <p>People with disabilities are exemplified in a number of curricular areas and the pupils 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"> ● <i>Ramps</i> ● <i>Corridor width</i> ● <i>Disabled parking bay</i> ● <i>Disabled toilets and changing facilities</i> 	<p>1. To improve the schools' outdoor pathways, gate entrance area and gate systems to allow easy navigation for all physical needs around the school site.</p> <p>3. To improve parking provision for disabled families.</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 2.</p>	<p>Headteacher / Site Manager / External Contractor.</p> <p>Headteacher / Site Manager.</p>	<p>Maintenance – ongoing</p> <p>Resurface 2024 – 2026.</p> <p>2023-24</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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Appendices

Appendix 1: Accessibility Audit

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

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