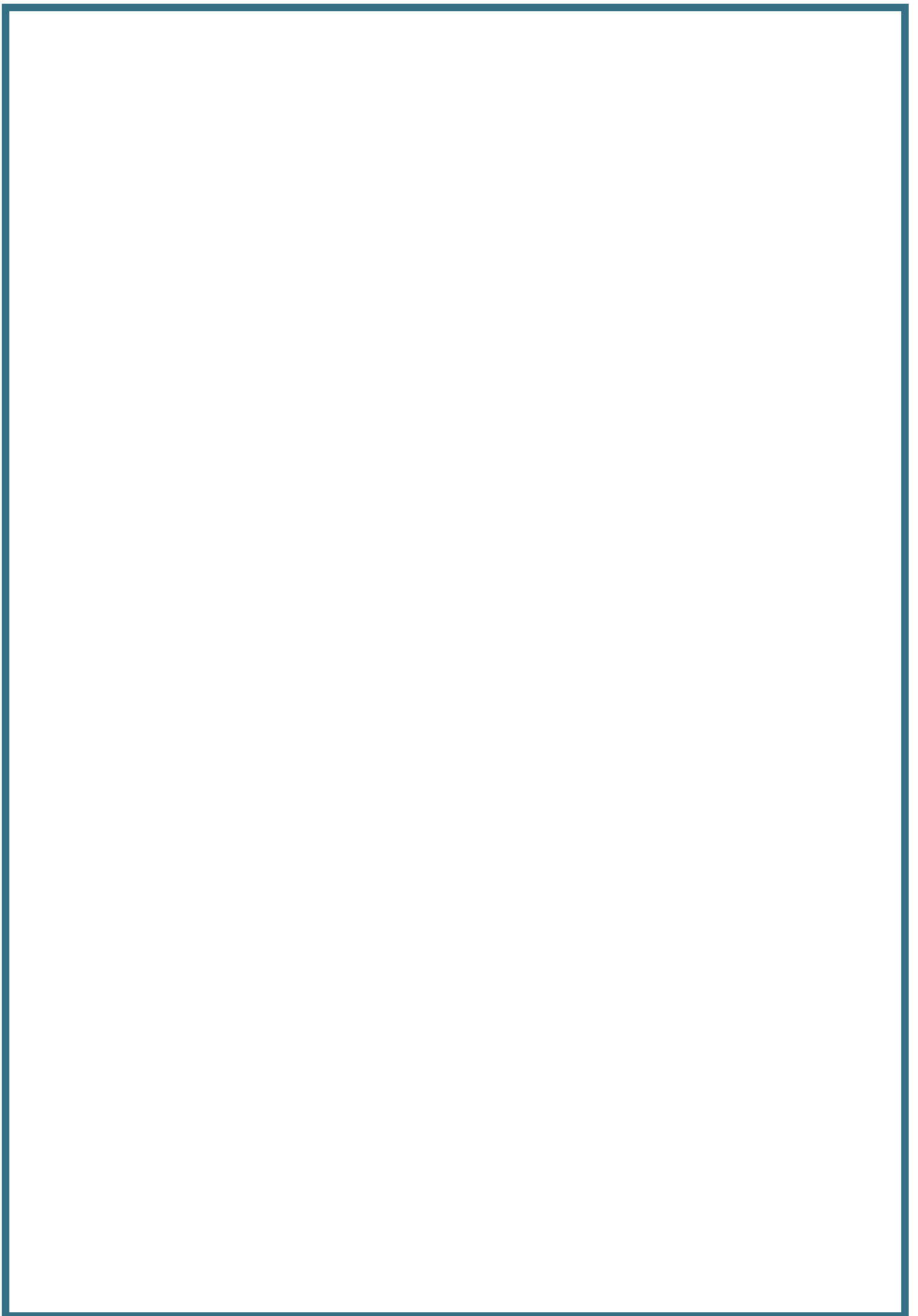


The Priory Parish C of E Primary School



Accessibility Plan

Last updated: Autumn 2022



Contents:

[Aims of the Accessibility Plan](#)

1. **[New]** [The accessibility audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Aims of the Accessibility Plan

This plan outlines how The Priory Parish C of E Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

We will duly review our curriculum, the physical environment and information to ensure it is accessible to all our pupils.

The action plan below sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>1. Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Educational visits are planned on the basis that all pupils are included • We utilise NHS, Local Authority services or 	<ul style="list-style-type: none"> • Improve our curriculum access for all pupils with SEND 	<ul style="list-style-type: none"> • Ensure that sufficient equipment is available in each classroom to manage needs. Includes: sensory break equipment, class sensory aids, sloping desks, pencil grips, auditory aids, headphones, coloured overlays/ coloured glasses, ear defenders, enlarged print materials, relevant ICT support 	<p>SENDCo Headteacher SLT Class Teachers</p>	<p>September 2022 – September 2025</p> <p>Reviewed annually against identified needs in our school</p>	<p>We will be sufficiently able to meet the needs and preferences of our SEND pupils</p>

	commission specialist services so children have the support they need to address their SEND needs (includes NHS Speech and Language Therapy, Talk About Town Speech and Language Therapy, MHST services, Occupational Therapy, Educational Psychology services, SENAAT, Orrets Meadow Outreach					
--	--	--	--	--	--	--



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> • Ensure stairways are safe and accessible, with handrails regularly checked for stability and continuity, stairway nosing well-secured and visibly highlighted • Ensure emergency signage is clear • Variety of table heights in Junior Dining Room/ Hall to enable vertically challenged/ disabled pupils to be independent • Ensure clear access to Disabled Toilets with no objects near to the toilet to hinder access and grab handles appropriately placed • Ramps are available in the front yard door 	<ul style="list-style-type: none"> • Improve our access to the physical environment of our school, ensuring we meet the needs of pupils with SEND 	<ul style="list-style-type: none"> • Consider how we can enhance classroom and hall acoustics, to meet the preferences and needs of specific pupils, including those with autism and/ or sensory needs 	<p>SENDCo Headteacher Caretaker SLT</p>	<p>September 2022 – September 2025</p> <p>Reviewed annually against identified needs in our school</p>	<p>We will be sufficiently able to meet the needs and preferences of our SEND pupils and their families</p>

	<p>entrance. Access is available in to Year 1 by an added ramp. Access to the school entrance now also has a ramp available</p> <ul style="list-style-type: none">• Lowered sinks available in the toilets for disabled access• Some library shelves are at wheelchair-accessible height					
--	---	--	--	--	--	--

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>3.</p> <p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured overlays and text on coloured paper for those requiring it • Text messages used to keep parents/ carers informed • The content of written information explained verbally when necessary • Written information translated into other languages as necessary • Homework recorded simply and verbally explained to children 	<ul style="list-style-type: none"> • Ensure that our school website is accessible to children/ parents with SEND • Ensure that written information is accessible to pupils/ parents with visual impairments • Ensure that presentations are accessible to pupils/ parents with hearing impairments 	<ul style="list-style-type: none"> • Audit of school website to ensure that text can be altered as necessary • Provide written information in alternative formats (large print, digital format, etc.) • Provide hearing loops/ translators for live presentations • Ensure remote presentation are recorded with good quality audio for parents • Strengthen new procedures to 	<p>SENDCo Headteacher</p> <p>Class Teachers</p> <p>SLT</p>	<p>September 2022 – September 2025</p> <p>Reviewed annually against identified needs in our school</p>	<p>We will be sufficiently able to meet the needs and preferences of our SEND pupils and their families</p>

	<ul style="list-style-type: none"> • Staff provide clear and simple information 		<p>ensure that they are highly effective: Include details in One Page Profile)for required support (including hearing/ visual/ environmental adaptations)</p> <ul style="list-style-type: none"> • Access to translators, sign language interpreters to be considered and offered 			
--	--	--	--	--	--	--

Monitoring Arrangements

It will be monitored and reviewed by the SENDCo, Headteacher and the Health and Safety representative of the Governors. Ofsted will also monitor this document as part of their inspection cycle.

It will be approved by the Headteacher and the Health and Safety representative of the Governors and taken to full governors meeting within the cycle and/or as it is reviewed.

Review

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

Links with other policies

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

- Special Educational Needs Policy
- Equality Policy
- SEND Information Report
- Equality Plan