



PRIORY SCHOOL

Accessibility Policy and Plan

Version	Authorised	Approval Date	Effective Date	Review Date
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APPENDIX 1:

1. AIMS

1.1 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

1.2 Priory 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.

1.3 Mission, Vision and Values:

Our Mission Statement: To celebrate diversity and develop curiosity in order to make a difference to every individual every day.

Our Vision: We provide outstanding, innovative teaching and learning and promote high expectations that challenge thinking and develop self-belief and resilience.

Our Values: Our school values enable all children to become innovative and creative learners who achieve the highest possible academic, artistic and technical standard throughout all areas of the curriculum. Our values are:

- Teamwork
- Effective Communication
- Flexibility
- Creativity
- Making a Difference
- Professionalism
- Trust
- Positivity

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

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

1.6 The school supports any available partnerships to develop and implement the plan. This includes the SEND panel, SENDIASS and Special Voices.

1.6 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.

2. LEGISLATION AND GUIDANCE

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.

3. ACTION PLAN

- 3.1 This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require	To ensure that the curriculum in the RB meets the needs of all pupils.	Review the current curriculum map to see what is working well. Review whole school	RB CTs / EB/JL	July 2019	Revised RB curriculum in place that needs the needs of all RB pupils.

	<p>support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>curriculum map to establish aspects which are appropriate for RB.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Ensure that all areas in school are accessible for all children with particular attention to RB children.</p>	<p>Regular Audits and Health and safety Checks.</p>	<p>Facilities Manager/ Health and Safety Committee</p>	<p>Ongoing</p>	<p>The school site is accessible for all children.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>To ensure that all pupils have access to a range of communication methods that enable them to access all aspects of teaching and learning and make good progress.</p>	<p>Sign of the week in assembly. Visuals around the school.</p>	<p>RB staff</p>	<p>Ongoing</p>	<p>All pupils have access to a range of communication styles and methods.</p>
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4. MONITORING ARRANGEMENTS

- 4.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
- 4.2 It will be approved by the Full Governing Body.

5. LINKS WITH OTHER POLICIES

- 5.1 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

6. AUDITS

6.1 See Audit Document

