



Accessibility Plan

September 2024 - 2026

The School's Context

Priory Primary School is a mainstream school for boys and girls aged 2 years to 11 years old. The school comprises of two single storey school buildings – the main school building and the nursery/Hub area. (There are two rooms situated on the second floor of in the KS2 area which have no access to disabled pupils, but these are no longer included in our teaching plan.)

Consideration has been given into making the environment accessible for pupils, staff and visitors with mobility issues, enabling them to access the environment as independently as possible. The school has internal emergency signage and escape routes clearly marked. All entrances to buildings are flat, ramped and have wide doors. The school office is fully accessible for wheelchair users. A lift is provided to access the lower floor of KS2 and the KS2 dining room and library.

Disabled toilet facilities are available in both buildings with access to a handrail and hoist to enable safe and dignified transfers. The main playground is accessible for drop off and pick up and we have parking for disabled visitors on the school car park.

We ensure to ask about any disability or health conditions in early communications with new parents/carers as part of our school admission procedure. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced. Pupils are assessed by the Physiotherapy and Occupational Therapy teams to ensure pupils have appropriate equipment to access education. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

Information is available to our whole school community via the school website, newsletters, phone calls and face to face meetings. Consideration is always given to individual family needs when sharing information. All required policies and guidance are in place. Pupils are risk assessed and have personal evacuation plans, where required.

Aims

This plan outlines how Priory Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if 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:

- Overcome potential barriers to learning so that all children can benefit from full access to our broad, balanced and enriched curriculum; □
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;
- Consult with outside agencies who can provide expertise and advice about how to implement resources and procedures to fully include all children in every aspect of school life;
- Review the accessibility of the building and facilities on a short and long term basis, to be able to cater for our changing community; □
Monitor and review regularly the suitability of the access and provision for children in school, particularly as transition is discussed;
- Ensure that all groups of people are consulted and considered in the implementation of the Accessibility Plan.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and views' of parents and pupils.

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.

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 refurbishment.

The Accessibility Plan

The Accessibility Plan will contain relevant actions for:

- Access to the physical environment - the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to the curriculum - the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. □
Access to information - the extent to which pupils with disabilities can access information on an equal basis with their peers.

We 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.

Access to the Physical Environment				
Target	Steps to Success	Responsibility	Timescale	Success Criteria
Ensure that any new building plans have considered the needs of children with disabilities.	Analysis of building plans for access arrangements.	Headteacher Central Team	If required, over the period of this plan.	Any modifications or buildings added to school will ensure access for all.
Ensure that all pupils with a disability have access to safe evacuation procedures.	Pupils with a disability to have an individual evacuation plan. Consider the destination classroom of these pupils during transition each year.	AHT Inclusion Complex Care Assistant PIMIS	Evacuation plans reviewed at the beginning of each academic year.	Pupils with a disability will all have an individual; evacuation plan to ensure a safe evacuation procedure.
Improvements to help the visually impaired, where applicable	Maintenance of steps, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from the Visual Impaired Team	AHT Inclusion Visual Impaired Team Headteacher SiteTeam	Reviewed yearly or altered as improvements are identified.	Hazards highlighted to increase safety for the visually impaired. All areas monitored and maintained.
Improvements to help the hearing impaired.	Install hearing loop/soundfield system, when necessary. Investigate emergency systems having a visual alarm.	Headteacher AHT Inclusion Hearing Impaired Unit	As required.	Learning experiences of pupils with hearing difficulties enhanced.
Maintain safe access around exterior of school.	Ensure that pathways are kept clear of vegetation.	Site Team	Daily	People with disabilities can move unhindered along exterior pathways.

Access to the Curriculum				
Target	Steps to Success	Responsibility	Timescale	Success Criteria
Ensure, through planning that children's specific needs are catered for in all lessons.	Staff CPD Observations Advice from outside agencies	AHT Inclusion Classteacher	Ongoing	All pupils able to access all aspects of the curriculum.
Staff are trained to meet individual pupil's medical needs, where applicable.	Epi pen training Diabetes training Training for pupils with specific needs – e.g. epilepsy	AHT Inclusion Pastoral Welfare Officer	Ongoing	Relevant staff completed training for specific needs.
Extra-curricular activities are planned to ensure reasonable adjustments are made to enable the participation of all pupils	Support based on pupil's needs Specialist equipment where necessary	AHT Inclusion Extra-curricular staff	Ongoing	Access to extra-curricular activities for all pupils

Access to Information				
Target	Steps to Success	Responsibility	Timescale	Success Criteria
Availability of written material in alternative formats	School newsletters emailed to parents/carers Key information displayed in the school office Key content published on the school website Provide translated documents where appropriate.	Office staff L2L	Ongoing	All parent/carers will be up to date and well informed of school information.
Understand the needs of pupils and ensure information is available in relevant formats.	Pupils have access to large print, Braille, pictorial or symbolic representations where required.	AHT Inclusion Classteachers	When required.	Pupils have access to curriculum information and all other school information in a format that meets their needs.