

Accessibility Plan September 2018-2021



Vision and Values

Priory Primary School strives to ensure that children; believe in themselves, respect all and succeed together regardless of race, culture, language spoken, economic well-being or impairment. We aim to ensure that all children in our community have access to full participation and achievements in all areas of school life.

It is important within the context of our school that this accessibility plan also takes in to consideration the EAL children and families that are a considerable group within our community and aims to tackle the barriers that English as a second language can create for a child's learning.

Our Aims

We aim to:

- Overcome potential barriers to learning so that all children can benefit from full access to our broad, balanced and enriched curriculum.
- 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 (Parents, pupils, school staff, the Senior Leadership Team, Governors, outside agency staff etc)

The Accessibility Plan will contain relevant actions for:

Access to the Physical Environment

Target	Steps to Success	Responsibility	Timescale	Success Criteria
To review accessibility of all areas of school.	Learning Walk with Finance and Resources committee focussing on accessibility to inside and outside of the classroom.	Finance and Resources Committee	Autumn Term 2018	Accessibility of the physical environment will be reviewed and next steps will be identified.
Ensure that any new building plans have considered the needs of disabled children.	Discussions with Head Teacher and Finance and Resources Committee. Analysis of building plans for access arrangements	Headteacher Premises Committee	If required this year.	Any modifications or buildings added to school will ensure access for all.
Ensure that all disabled children in school have access to safe fire evacuation procedures.	All disabled children to have an individual evacuation plan. Consider the destination classroom of these children during transition each year.	AHT Inclusion Classteachers	Reviewed at the beginning of each academic year and altered if new children arrive.	Disabled children will all have an individual; evacuation plan to ensure a safe fire procedure.
Ensure that the Care Room is accessible and well maintained at all times.	Staff that use the room to supervise children will ensure it is maintained in a good condition. AHT Inclusion will be informed if any equipment is broken, missing or not suitable. PIMIS will support and guide us with the equipment that may be needed in the Care Room.	AHT Inclusion School Staff	Ongoing throughout the year.	All disabled children in school will be able to access the Care Room and all equipment and aids that are needed will be provided.
Ensure that during admission procedures we	Access needs are discussed with the parents and outside agencies (if	AHT Inclusion	September before children attend	All new starters will have access arrangements

<p>are fully aware of the access needs of disabled children, staff and parents.</p>	<p>involved) before the child starts school.</p> <p>Guidance and support is taken from PIMIs to make sure we put in place resources that the pupil needs.</p> <p>Class teacher is fully informed of the access arrangements needed for a particular child. This is then built in to their every day timetable and learning.</p>	<p>Attendance Officer Nursery Manager (Home visits for Nursery) EYFS Phase Leader (Home visits for Reception)</p>	<p>school or previous to a new child starting anywhere in the school.</p>	<p>made as fully as possible to be able to access the building.</p>
<p>Year 1 classrooms and environment to ensure access for visually impaired child.</p>	<p>VI team have supported school in creating risk assessments and PEEPs as well as ensuring the environment is suitable for VI child.</p>	<p>Year 1 team AHT for Phase AHT Inclusion VI Team</p>	<p>Ongoing throughout 18/19</p>	<p>VI child will be able to safely access all areas of school and feel confident moving around school.</p>

Access to the Curriculum

Target	Steps to Success	Responsibility	Timescale	Success Criteria
<p>Ensure through planning that children's specific needs are catered for in all lessons.</p>	<p>CPD for staff about planning provision for vulnerable groups.</p> <p>SLT monitor planning.</p> <p>Pupil Conferencing of children with disabilities.</p> <p>Learning Walks to monitor the provision for vulnerable children in lessons.</p>	<p>AHT Inclusion Phase Leaders</p>	<p>Ongoing</p>	<p>All children will be included in all aspects of the curriculum and will be planned for to make accelerated progress.</p>

	Discussions with classteacher, AHT Inclusion and Pastoral and Safeguarding Manager when a school trip is being organised to ensure it is inclusive of everyone.			
Early intervention of a child's needs in order to make relevant provision.	<p>Implement procedure with staff for early intervention.</p> <p>Identify disability, English as a second language or learning difficulty during admission procedure.</p> <p>If the need is a changing need this will be identified at Progress meetings through discussions with Phase Leaders.</p> <p>AHT Inclusion will advise intervention and provision for the pupil after gathering evidence from relevant parties.</p>	AHT Inclusion Attendance Officer Classteacher Phase Leaders	Ongoing	Pupils with a barrier to accessing the curriculum will be identified early and relevant provision will be implemented to ensure access to the curriculum.
Track whether children with disabilities, or a barrier to accessing the curriculum, are participating in after school activities.	<p>Meet with Pastoral and Safeguarding Manager to analyse the list for take up from children with disabilities and EAL children.</p> <p>All messages and letters go out via the school APP which can be accessed in many different languages for our EAL parents.</p> <p>Audit the parents' opinions about after school clubs and how we could improve the take up for these children.</p>	AHT Inclusion Pastoral and Safeguarding Manager	Ongoing	More children with disabilities and children with English as a second language will attend after school clubs.

Ensure that all children are able to access curriculum resources within their classrooms.	<p>Pupil conferencing of children about their classrooms and how accessible they are.</p> <p>Use of pupil planners will enable access for all children to support materials.</p>	SLT/Phase Leaders	Ongoing	All children will feel that their classroom is an accessible place and they can use all the resources that other children can.
Ensure that children with disabilities have access to ICT equipment to support their learning if appropriate.	<p>Speak to 1:1 support adults to ensure they have access to ICT for their pupil's learning.</p> <p>Speak to parents about useful websites that can be used at home to extend their learning.</p> <p>Monitor children's use of tablets and netbooks to support their learning.</p>	AHT Inclusion ICT Coordinator Support staff	Ongoing	All children will be able to access ICT equipment to support their learning.

Sharing of Information

Target	Steps to Success	Responsibility	Timescale	Success Criteria
Ensure that all letters and newsletters sent out to parents can be accessed by all parents. (EAL)	<p>Purchase of school APP to ensure that all letters can be translated in to a home spoken language.</p> <p>Live TV channel on the playground will share relevant information for parents.</p> <p>Set up parent meetings/workshops to enable communities of parents to be developed, so that support can be offered within similar speaking families.</p>	Headteacher ICT Coordinator SLT	Ongoing	All parents will be able to access all information shared by school.

	Look at ways of reporting to parents for those who have English as a second language.			
Visual timetables used in all classrooms to enable children to access information about the school day.	<p>Research purchasing visual timetable resources or making our own from set images for different areas of the curriculum.</p> <p>Set these up in each classroom and monitor their use.</p> <p>Pupil conferencing of children to identify if they are used and beneficial.</p>	AHT Inclusion Classteachers Teaching Assistants Phase Leaders	Ongoing	All children will be able to access information about their school day.
Ensure that school website is continually updated and all parents can access relevant policies.	<p>All policies to be uploaded on to school website.</p> <p>Procedures developed for regular updates.</p> <p>Staff are made aware to keep the website updated with key information for parents.</p>	SLT Office ICT Coordinator	Ongoing	All parents will be able to access all information.