



Accessibility Plan

Member of Staff Responsible	Chief Executive Officer
Relevant guidance/advice/legal reference	schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010 . The Key SEND trust lead
Approved by	Board of Trustees (LGB approves at school level)
Date of Policy	May 2022
Review Cycle	3 years
Date of Next Review	May 2025
Website	Yes

This policy is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this policy, Section 1 refers to the purpose and scope of the policy, along with our values.

Section 2: Refers to the detail of how the policy is implemented at The Priory School. Given the accessibility policy is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

Section 1:

Purpose, aims and scope of the Accessibility Plan

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.

The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan outlines the aims of our schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
3. Improve the availability of accessible information to pupils with disabilities.

We also wish to ensure staff, governors and parents/carers are aware of the way of previous and ongoing work to make the school and the curriculum accessible for all students, in order to participate in the school curriculum. When new students join the school with needs that relate to this policy, we will consider their needs with reference to this policy.

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

The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupil with medical conditions, SEND and the school development plan.

Trust principles and values

Our trust mission is that every individual is in a great school and the vision for our students is that they leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)

We aim to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, 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 developing a culture of inclusion, support and awareness within each school.

Definition of Disability

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 or her ability to carry out 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'.

Section 2:

Physical Assessment of premises

Implementation responsibility

Accessibility at The Priory School				
Target	How is this achieved and actions	Time scale for actions	Lead	Success criteria
Aim 1: Increasing access to the curriculum for pupils with disabilities				
Ensure that transition and mid-term transfer pupils are all reviewed for any potential disability to best provide them support as quickly as possible.	<ul style="list-style-type: none">• Information gathering sheets sent to all feeder schools.• Feeder schools visited by the SENDCO and AHT Student Welfare• Student registration forms are reviewed• Additional meetings with parents, health professionals when a pupil is identified with additional needs.• Staff training for pupil's additional needs.	Ongoing	AHT Student Welfare/ SENDCO	<ul style="list-style-type: none">• Staff awareness during admissions/induction/enrolment process.• Additional needs identified as soon as possible and relevant support in place.• Procedures, resources, training in place as soon as possible, prior to pupil starting wherever possible.
Teachers adapt the curriculum to support the	<ul style="list-style-type: none">• Staff aware of their responsibility to provide high 'quality first' teaching,	Ongoing	HT/SLT	<ul style="list-style-type: none">• All students access the broad and balanced curriculum and make good progress relative to their starting points.

children's individual needs.	<p>including appropriate differentiation and planning for a variety of learning styles</p> <ul style="list-style-type: none"> • Teaching and Learning is a regular part of staff training. • Hints and tips for students shared and reviewed regularly on student support plans • Consultation/ advice with professionals • High aspirations and inclusive approach for all pupils. 			<ul style="list-style-type: none"> • Students with additional needs are supported to access the whole curriculum and make expected progress.
Learning Support / Intervention	<ul style="list-style-type: none"> • Pupils are assessed using baseline testing NGRT, NGST, CATS, Maths assessment • Pupils who require significant additional support for English and Maths are highlighted, parents contacted and disapplied from MFL • Teachers, after following 'Quality First Teaching' and graduated approach, identify students who 	Ongoing	HT/SLT	<ul style="list-style-type: none"> • Students are able to work on improving their literacy and numeracy to support in all subject areas across the curriculum. • Students of all abilities able to access the curriculum in full • Intervention targets achieved and pupils removed from extra support.

	<p>may need some additional interventions</p> <ul style="list-style-type: none"> • Targeted, timely Interventions impact monitored and work adjusted accordingly. • Performance management focus on the teaching standards which require teaching staff to be planning for individual 			
Referral to external agencies	<ul style="list-style-type: none"> • Referral to SEND department – Student Support and external agencies for additional support i.e. Speech and Language, Educational Psychologist, Hearing Impairment Team, ASD advisory teacher and adoption of their suggestions • Specialist SEND equipment for individuals (fidget toys, writing slopes, etc) 	Ongoing	SENDCO/ Subject Teachers	<ul style="list-style-type: none"> • Students' needs are met and all students are able to access the curriculum.
Rigorous monitoring of all	<ul style="list-style-type: none"> • Regular data analysis including analysis of the attainment and progress 	Ongoing	SLT/HOD's	<ul style="list-style-type: none"> • Progress is made towards targets • Narrowing of gaps for key groups of children.

assessment data – including SEND	of different ‘groups’ within the school to ensure that all are making the expected progress and there are no barriers to learning			
Updated staff training on medical needs where needed	<ul style="list-style-type: none"> • Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required • Care plans produced for individual students with medical needs 	Ongoing	Business Manager/SENDCO	<ul style="list-style-type: none"> • Students’ medical needs are met
To ensure all out-of-school activities allow for the participation of all students	<ul style="list-style-type: none"> • All out-of-school activities, including off-site trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements • Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them 	Ongoing	Class teachers School Matron	<ul style="list-style-type: none"> • All students are included in extra-curricular activities which help to develop confidence, social skills and resilience.
To ensure students (and staff) with hearing impairments have	<ul style="list-style-type: none"> • Staff trained in use of hearing loops where necessary 	Ongoing	SENDCO	<ul style="list-style-type: none"> • Students can clearly hear what is being said in the classrooms and the hall

access to the curriculum	<ul style="list-style-type: none"> • Staff remind students to provide, and charge equipment • Speech reinforced with visual back-up print, pictures, concrete materials • Consideration of rooming for students with more profound hearing loss • Liaise with Sensory Inclusion Service 			
To ensure students (and staff with visual impairments (VI) have access to the curriculum	<ul style="list-style-type: none"> • Staff informed of students with a VI and provided with in class suggestions on how to support the students. (student support plans) • Sensory Inclusion Service will regularly provide assessments on the pupils and feedback any changes to the needs of the students 	Ongoing	SENDCO	<ul style="list-style-type: none"> • Students' needs are met and are able to access the curriculum
To continue to explore the use of new technologies to	<ul style="list-style-type: none"> • To investigate with teachers, parents, students, and specialists the value and potential of 	Ongoing	SLT	<ul style="list-style-type: none"> • Students are able to access the curriculum and develop some independence skills through the use of assistive technology.

support students with SEND in accessing their learning.	new technologies (including iPad, exam pens) to support students with SEND in accessing their learning.			
Aim 2: Improve and maintain access to the physical environment				
Target	How is this achieved and actions	Time scale for actions	Lead	Success criteria
To provide access for wheelchair users and students with mobility issues	<ul style="list-style-type: none"> • The main school building is 2 storey with lift access to the second floor • Disabled toilet access in main building and sportshall. • Ramps to main building, Maths block, D2 and 3 and sportshall. • Classrooms are accessible. • Door handles and auto door release buttons are wheel chair height 	Ongoing – reviewed according to need	SLT	Wheel chair users could comfortably access the site, their learning or work and any adjustments are made to overcome difficulties.
To provide access for visibility impaired students	<ul style="list-style-type: none"> • Changes in levels identified • White/yellow paint highlights steps/floor levels • Blinds to reduce glare 	Ongoing – renewed each summer holiday	SEND/CO/Business Manager	External professionals are happy on their site visits.

	<ul style="list-style-type: none"> Initial environment audit conducted by Blind Dogs Association 			
Aim 3: Improve the availability of accessible information to pupils with disabilities.				
Target	How is this achieved and actions	Time scale for actions	Lead	Success criteria
To differentiate work to ensure all students are able to progress in their learning.	Focus on school development plan for all departments to improve / adapt resources to allow for differentiation and personalisation of students work.	Ongoing	SLT/HODS	Pupils' needs are being met throughout differentiated materials.
To provide appropriate CPD for staff teaching on a range of SEND needs of students such as VI, Selective Mutism.	CPD provided for staff such as Selective Mutism, Autism	Ongoing	SEND/CPD Lead	Information on how to support individual students is a part of the CPD process.