

# The Priory School



## Accessibility Plan

Monitoring	Frame of engagement	Date
<b>Member of Staff Responsible</b>	Assistant Headteacher (Student Welfare)	
<b>Governor Accountability</b>	Link Governor	
<b>Consultation Parameters</b>	Link Governor – SEND	
<b>Information</b>	Staff, parents	
<b>Date of latest version</b>		November 2021
<b>Date for next review (and cycle)</b>		November 2024 (3 year cycle)
<b>Uploaded to Website</b>		Yes

## **Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against Students because of sex, race, disability, religion or belief or sexual orientation”. According to the Equality Act a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

### **1 Aims of the Plan**

The Priory School accessibility plan has the following key aims:

- to increase access to the curriculum for students with a disability
- to ensure that staff, governors and parents/carers are aware of the ways in which we have already, and are, making the school and the curriculum accessible for all students, whatever their circumstances, to participate in the school curriculum
- to maintain access to the physical environment

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Risk assessment policy
- School Development Plan
- Single Equality Policy and Objectives
- Health & Safety Policy
- Admissions & Attendance Policies
- Supporting pupils with medical conditions policy
- SEND Policy
- Curriculum procedures
- DfE documentation

### **2 Physical Assessment of Premises**

The school was originally built in 1939 as a grammar school for 300 female students. The building is single and double storey with access from the outside either level access, via steps or via a ramp. There are two lifts fitted and all areas of the building are accessible to disabled staff, visitors and students, except one of the demountable buildings that is used as a base for student support.

External doorways are both double door and single door, with many being electronically operated. Some internal doorways are double width and all are wide enough to accommodate a wheelchair.

The Maths Block is the most modern building and has wheelchair access.

The Sports Hall has good access, including disabled toilets. Disabled toilets are also situated in the main building and have full disabled access.

Fire exits and procedures are clearly marked in each classroom or public area to ensure the safe evacuation of students and staff in the event of a fire or emergency.

There are three on-site car parking areas for staff and visitors. Disabled parking is provided to the front and rear of the school.

An annual review between Finance, Maintenance and the SEND departments will include an assessment of the availability of the school's premises to students and employees with disabilities.

Specialist advice from services such as the Occupational Therapy Team is sought where appropriate to support the school to make adaptations to meet the needs of individual students.

### 3 Action Plan

The School will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled students and employees. The plan will take into account the nature and layout of the school, and the school population, in particular, consideration will be given to those students at the school who are disabled and/or have SEND. **Please see appendix 1.**

Parents of children starting school are asked to provide any information about their child's individual health, social or educational needs that the school will need in order to make provision prior to the child starting school.

### Appendix 1

#### Action Plan

<b>Aim 1: Increase access to the curriculum for pupils with a disability</b>				
<b>Target</b>	<b>Actions</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Liaise with Primary feeder school to review potential intake each year	<ul style="list-style-type: none"> <li>Information gathering sheets sent to all feeder schools</li> <li>Sheets reviewed</li> <li>SENDCos contacted</li> <li>Identify students who may require additional support</li> </ul>	Spring/summer each year	Admissions admin, Assistant Principal for Student Welfare SENDCo	<ul style="list-style-type: none"> <li>Procedures, resources and staff in place for September</li> <li>Additional needs are identified and relevant support in place</li> </ul>
Teachers adapt the curriculum	<ul style="list-style-type: none"> <li>Ensure all staff are aware of their</li> </ul>	Ongoing	Headteacher, Senior Leadership	<ul style="list-style-type: none"> <li>All students access the</li> </ul>

<p>to support the children's individual needs</p>	<p>responsibility to provide high 'quality first' teaching, including appropriate differentiation and planning for a variety of learning styles</p> <ul style="list-style-type: none"> <li>• Teaching and Learning is a regular part of staff training.</li> <li>• Hints and tips for students shared and reviewed regularly on student support plans</li> <li>• Consultation with specialist sports advisor regarding inclusive PE lessons for students with physical disabilities</li> </ul>	<p>Autumn</p>	<p>Team (SLT), , SENDCo, Teachers, TAs</p>	<p>broad and balanced curriculum and make good progress relative to their starting points.</p> <ul style="list-style-type: none"> <li>• Students with additional needs are supported to access the whole curriculum and make expected progress.</li> <li>• Students with significant physical disabilities able to access a full range of physical activities in PE lessons</li> </ul>
<p>Learning Support / Interventions</p>	<ul style="list-style-type: none"> <li>• Pupils are assessed using baseline testing NGRT, NGST, CATS, Maths assessment</li> <li>• Pupils who require significant additional support for English and Maths are highlighted, parents contacted and disapplied from MFL</li> <li>• Teachers, after following 'Quality First Teaching' and graduated approach, identify students who may need some</li> </ul>	<p>Autumn Term Year 7 / Ongoing</p>	<p>KS2 data, English Department, SENDCo, SLT, Head of MFL, Maths Mentor, English Mentor, TA support</p>	<ul style="list-style-type: none"> <li>• Students are able to work on improving their literacy and numeracy to support in all subject areas across the curriculum.</li> </ul>

	<p>additional interventions</p> <ul style="list-style-type: none"> <li>• Performance management focus on the teaching standards which require teaching staff to be planning for individual needs.</li> </ul>			<ul style="list-style-type: none"> <li>• Students of all abilities able to access the curriculum in full</li> </ul>
Referral to external agencies	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Ongoing	Subject teachers, Student Support, Assistant Principal for Student Welfare SENDCo.	<ul style="list-style-type: none"> <li>• Students' needs are met and all students are able to access the curriculum.</li> </ul>
Rigorous monitoring of all assessment data – including SEND	<ul style="list-style-type: none"> <li>• Regular data analysis including analysis of the attainment and progress of different 'groups' within the school to ensure that all are making the expected progress and there are no barriers to learning.</li> </ul>	Ongoing	Teachers, SLT, Head of Department, SENDCo	<ul style="list-style-type: none"> <li>• Progress is made towards targets</li> </ul>

Updated staff training on medical needs where needed	<ul style="list-style-type: none"> <li>• Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required</li> <li>• Care plans produced for individual students with medical needs</li> </ul>	Ongoing	School matron, Assistant Principal for Student Welfare SENDCo,	<ul style="list-style-type: none"> <li>• Students' medical needs are met</li> </ul>
To ensure all out-of-school	<ul style="list-style-type: none"> <li>• All out-of-school activities, including</li> </ul>	Ongoing	Class teachers, School Matron,	<ul style="list-style-type: none"> <li>• All students are included in</li> </ul>

Activities allow for the participation of all students	<p>off-site trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <ul style="list-style-type: none"> <li>• Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them</li> </ul>			extra-curricular activities which help to develop confidence, social skills and resilience.
To ensure students (and staff) with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> <li>• Staff trained in use of hearing loops where necessary</li> <li>• Staff remind students to provide, and charge equipment</li> <li>• Speech reinforced with visual back-up print, pictures, concrete materials</li> <li>• Consideration of rooming for students with more profound hearing loss</li> <li>• Liaise with Sensory Inclusion Service</li> </ul>	Ongoing	Class teachers, SENDCo, School Matron	<ul style="list-style-type: none"> <li>• Students can clearly hear what is being said in the classrooms and the hall</li> </ul>

To ensure students (and staff with visual impairments (VI) have access to the curriculum	<ul style="list-style-type: none"> <li>Staff informed of students with a VI and provided with in class suggestions on how to support the students. (student support plans)</li> <li>Sensory Inclusion Service will regularly provide assessments on the pupils and feedback any changes to the needs of the students</li> </ul>	Ongoing	Class teachers, SENDCo, School Matron	<ul style="list-style-type: none"> <li>Students' needs are met and are able to access the curriculum</li> </ul>
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To continue to explore the use of new technologies to support students with SEND in accessing their learning.	<ul style="list-style-type: none"> <li>To investigate with teachers, parents, students, and specialists the value and potential of new technologies (including iPad, exam pens) to support students with SEND in accessing their learning.</li> </ul>	Ongoing	Class teachers, Heads of Departments, SENDCo	<ul style="list-style-type: none"> <li>Students are able to access the curriculum and develop some independence skills through the use of assistive technology.</li> </ul>
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<b>Aim 2: Improve and maintain access to the physical environment</b>				
<b>Target</b>	<b>Actions</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To increase the number of accessible changing areas	<ul style="list-style-type: none"> <li>Convert D1 into additional changing rooms to include 4 accessible cubicles.</li> </ul>	By July 2022	<b>CYC/TDO</b>	There are sufficient changing areas to accommodate all students who require separate changing areas.

<b>Aim 3: Improve the delivery of information to pupils with a disability</b>				
<b>Target</b>	<b>Actions</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To differentiate work to ensure all students are	<ul style="list-style-type: none"> <li>Focus on school development plan for all departments</li> </ul>	Ongoing	SLT, HoDs, class teachers, SENDCo, TAs	Pupils' needs are being met throughout

able to progress in their learning.	to improve / adapt resources to allow for differentiation and personalisation of students work.			differentiated materials.
To provide appropriate CPD for staff teaching on a range of SEND needs of students such as VI, Selective Mutism.	<ul style="list-style-type: none"> <li>CPD provided for staff such as Selective Mutism, Autism</li> </ul>	Ongoing	SENDCO/RCS/teaching staff	Information on how to support individual students is a part of the CPD process.

## **Appendix 2**

### **Annual review between finance, maintenance and Inclusion departments**

Description	Notes	Comments
External Ramps	Surface – is it slip resistant and free from hazards?	When is this carried out?
External Steps	Repaint with yellow strips	Annually – summer holidays
Review needs of new students with disabilities	CHW/CKN/CYC to meet as soon as confirmation of new starters arrives	March annually
Internal Ramps	Review state of ramps	
Corridors	Corridors should be clear and have no obstructions. Good lighting. Fire exits – clear from standing and sitting position. Contrast colours. Floor surface.	
Classrooms, including library and ICT suites.	Can students circulate freely? Easy access to storage areas, cloakroom, equipment and sinks? Appropriate environment for students with disabilities	
Internal Stairs and Steps	Check yellow strips and general condition	Replaced annually – summer holidays
Internal Doors	Width for wheelchair. Ease of opening?	



WC General Provision	Review general condition.	
WC Disabled Provision	<p>Access. Emergency call system. Space. Sink and dryer level. Obstructions. Grab rails. Controls- Handles, latches, taps and flushing mechanisms should be operable with a closed fist. Clearly signed and located.</p>	
Kitchen, Dining Hall, Staff Room	Ensure remains fully accessible and review in light of any new admissions who require specific adaptations	
Means of Escape	Visual and audible alarm systems.	
Building Management	<p>Accessibility should be a key consideration when routine maintenance is being carried out, as it often presents an opportunity to improve the accessibility of a building. For example, when handrails are being painted, the colour selected should ensure good visual contrast between the handrail and the wall.</p> <p>Good practice in maintenance routines include</p> <ul style="list-style-type: none"> <li>• regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and motor cycles</li> <li>• ensuring circulation routes are kept clear of obstructions</li> <li>• maintaining door closers to keep opening forces to a minimum</li> <li>• ensuring accessible toilets are not used for storing cleaning equipment or other materials</li> <li>• using clear and legible signage</li> <li>• updating signage when the way the building is used changes.</li> </ul> <p>The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow. Windows, blinds and lamps were clean and in working order.</p>	
Lifts and Stairs	Maintain good working order of lift	Checked as per LOLER

