

# The Priory CE VA Primary School

*Inspiring a generation to learn, flourish and achieve in a caring, Christian community.*



## Accessibility Policy

Accessibility Policy, Audit and Plan			
<b>Approval</b>	Board of Governors	<b>Chairman</b>	Sue Solly
<b>Headteacher</b>	Paul Ruffle	<b>Ratified</b>	
<b>Date of last review</b>	November 2018	<b>Date of review</b>	November 2020
<b>Date of next review</b>	November 2023	<b>Maintenance</b>	FGB

# The Priory CE VA Primary School

## Accessibility Plan 2020-23

### 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

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**.

### 2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions (medical needs policy)*; and our
- Equality Information and Equality Objectives.

It should be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

### 3. Our vision and aims

**The Priory Primary School** wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

## 4. Current good practice

### Identification

**The Priory Primary School** asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

### Curriculum

**The Priory Primary School** has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, Dyslexia etc. on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI) where appropriate.

### Physical Environment

**The Priory Primary School** has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all key school entrances;
- providing an accessible toilet and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible (although the fan heaters are an issue in this respect).

### Information

**The Priory Primary School** already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

## 5. Implementation

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Our Accessibility Plan shows how access to **The Priory Primary School** will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

**The Priory Primary School** will work in partnership with BCP Council LA and the Winchester Diocese in developing and implementing this Accessibility Plan.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Priory Primary School's Accessibility Plan will be implemented by **Paul Diggins, site manager**.

### **6. Monitoring**

The **The Priory Primary School** Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor **Finance and Resources** Committee.

The governing body, or proprietor will monitor **The Priory Primary School's** activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The **The Priory Primary School** Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The **The Priory Primary School** complaints procedure covers the Accessibility Plan.

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**SECTION A - Improving access to the curriculum**

What needs to be done?	How will this be achieved?	Who is responsible?	Timings	Cost	How can we tell if this is successful?
Regular training to ensure that all staff aware of SEND conditions e.g. ASD & the impact of this condition on learning and emotional well-being and the strategies that can be used to support such pupils.	<ol style="list-style-type: none"> <li>1. Access a course and disseminate information to whole school staff (including support staff) via Linwood partnership/boost funding e.g. AET tier 1 (last one Jan 2020)</li> <li>2. Specific children will be identified by the Community Paediatrician and strategies to ensure optimal learning discussed with relevant professionals, e.g. Nicky Lawrence SENSS specialist freelance (Nov 2020)</li> </ol>	SENCO	By Jan 2021	£4,500 for SENSS support  £500 training costs as necessary	<ul style="list-style-type: none"> <li>● Pupils and their families feel supported and their needs understood;</li> <li>● Pupils with SEND have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs (including home learning and remote provision)</li> <li>● Teachers and support staff are confident in meeting the needs of pupils and know how to support them. Resources shown include people with disability e.g. on PE action cards</li> </ul>
Training needs to be delivered to ensure that all staff have an awareness of sensory issues and the strategies that can be used to support individual pupils.	<ol style="list-style-type: none"> <li>1. Whole school training delivered to school from SENSS.</li> <li>2. Specific children will be identified by school, SENSS and doctors and activities will be devised to ensure their needs are met. Individual children will be discussed with relevant professionals, e.g. the educational psychologist, SENSS Community Paediatrician</li> <li>3. Consider any reasonable adjustments required to enable pupils with sensory needs to optimise their learning and,</li> </ol>	SENCO	Ongoing	£150 to replenish supplies for sensory boxes for each class	<ul style="list-style-type: none"> <li>● Pupils and their families feel supported and their needs understood;</li> <li>● Teachers and support staff are confident in meeting the needs of pupils with sensory issues and know how to support them.</li> </ul>

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	emotional health and wellbeing e.g. sensory boxes				
Access to remote learning for disadvantaged pupils, including SEND	<ol style="list-style-type: none"> <li>1. Audit access to remote learning for pupils e.g. laptop / broadband . space to work</li> <li>2. Provide equipment as appropriate and within budget e.g. LA provide CP pupils with laptops</li> <li>3. Set up home learning clubs in school time</li> </ol>	AHT	Easter 2021	£---- Dependent on results of audit	<ul style="list-style-type: none"> <li>• All pupils can access home learning/remote provision and so make progress if school closes</li> </ul>

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**SECTION B - Improving the physical environment**

This plan is structured in conjunction with the school's Premises Management Action Plan

What needs to be done?	How will this be achieved?	Who is responsible ?	When will this be done?	Cost	How can we tell if this is successful?
<p>Health and Safety walks around the school to monitor any additional needs as they arise. These will take into account additional needs of individual children.</p>	<ol style="list-style-type: none"> <li>1. External professionals and staff to alert Premises Governor of any additional needs.</li> <li>2. Health and Safety walk undertaken with Headteacher and site manager on a monthly basis.</li> <li>3. Professional advice will be sought if necessary to improve environment for specific pupils.</li> <li>4. Wider entrance gate for easier access for wheelchair users (a new space in the car park is available for disabled users – drop off only)</li> </ol>	<p>Premises Governor</p>	<p>Monthly</p>	<p>TBC</p>	<p>Feb 2021 new health and safety audit may highlight issues, which we need to address.</p>
<p>Baby changing facilities in EYFS need to be more formally designated (increased number of children in nappies)</p>	<ol style="list-style-type: none"> <li>1. Purchase of mat and private screening curtain? JS to investigate</li> </ol>	<p>EYFS leader</p>	<p>Jan 2021</p>	<p>tbc</p>	<p>More permanent changing mat facilities for staff to prevent bad backs &amp; so children can get changed in private.</p>
<p>The disabled toilet is situated around a tight corner and it has been heavily used during the coronavirus pandemic by staff and pupils</p>	<ol style="list-style-type: none"> <li>1. Easily accessible disabled toilet</li> <li>2. Facilities upgraded and modernised</li> </ol>	<p>Site Manager</p>	<p>Jan 2022</p>	<p>tbc</p>	<p>All users are able to safely access the new disabled toilet, which is fit for purpose and a comfortable place to be</p>

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**SECTION C- Making written information more accessible**

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be reviewed, starting with school policies</p>	<ol style="list-style-type: none"> <li>1. Key docs on website to be written using styles so voice coach recognises headers, sub headings, bullet points etc.</li> <li>2. Converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</li> </ol>	<p>Headteacher</p>	<p>Ongoing</p>		<ul style="list-style-type: none"> <li>• All adults can access information either using voice coach software or utilising VI tools</li> <li>• All future written information is designed with the specific needs of disabled pupils in mind;</li> <li>• Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</li> </ul>



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Appendix A – Accessibility Audit (Nov 2020)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Wheelchair access requires 1m minimum – corner turn to disabled toilet	Widen corridor width / replace disabled toilet Steps from staffroom (not currently an issue as alternative exit points)	P Diggins	Nov 2023
Parking bays	Exclusion zone for emergency vehicle use (Oct 2020) can be used for disabled access drop off	n/a – but monitor	P Diggins	Nov 2020
Entrances	Narrow pedestrian access – small grade 1 listed gate	Exploring additional entrance as part of re-fencing project.	P Diggins	Easter 2021
Ramps	All in place	Border with yellow paint to ensure visual clue / different carpeting so pupils with VI recognise a slope	P Diggins	Summer 2021
Toilets	See disabled access above	Toilets facilities and requirements to be reviewed following end of COVID 19 pandemic	P Diggins	Summer 2022
Reception area	Works well	n/a	n/a	n/a
Internal signage	To be reviewed			
Emergency escape routes	See emergency evacuation plans			