

THE PRIORY SCHOOL

Accessibility Plan Policy

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| Adopted by the Governing Body on: | November 2017 |
| Review cycle: | Every 3 years |
| Review date: | Autumn 2020 |
| Governors Committee: | Resources |
| Staff member responsible: | BGN |

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake 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’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------|-----------------------------|-----------------------------------------|
| Increase access to the curriculum for students with a disability | <i>Designated areas which are supervised are given to students that cannot access</i> | Short term objective, until student is able to access all areas. | Continue to ensure areas are supervised and sufficient work available from the relevant teacher | Head of Years | As and when necessary | Student able to still access curriculum |

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|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------|-----------------|----------------------------------------------------------------------------------------------------|
| | <p><i>specific areas of the school.</i></p> <p><i>Differentiation of lessons to ensure all students can access the curriculum</i></p> | <p>Long term, all students will continue to access the curriculum and progress effectively</p> | <p>Continued training for staff to ensure quality first teaching in all areas of the curriculum</p> | <p>All staff</p> | <p>On-going</p> | <p>All staff differentiating their lessons for abilities</p> |
| <p>Improve and maintain access to the physical environment</p> | <p><i>Ramps are available to ensure that access to all areas. Steps have been minimized where possible,</i></p> | <p>Ensure all entrances to buildings are accessible.</p> | <p>Site Team to monitor and continue to improve access.</p> | <p>Business Manager/Site Manager</p> | <p>On-Going</p> | <p>All entrances to the school are accessible and steps outside have relevant ramps to access.</p> |
| <p>Improve the delivery of information to students with a disability</p> | <p><i>Mentors are provided to students with disabilities as and when there is a need.</i></p> | <p>Ensure anyone with a disability are kept informed of relevant information within the school.</p> | <p>Ensure a mentor is assigned and staff are aware of students needs</p> | <p>SENDCO/Head of Year</p> | <p>On-Going</p> | <p>Students are fully informed and fully aware of relevant information</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |
| Internal signage | | | | |
| Emergency escape routes | | | | |

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