

PRIORY SCHOOL DISABILITY EQUALITY AND ACCESS PLAN September 2018-2021

Priory School is committed to ensuring that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education.

Priory School promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Priory School will promote a culture of awareness, tolerance and inclusion.

By means of Accessibility planning, Priory School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the Accessibility Plan.

The following areas will be included in the Accessibility Action Plan

- Increasing access for disabled students to the curriculum. *This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.*
- Improving access to the physical environment of the school. *This will include improvements to the physical environment of the school and physical aids to learning.*
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. *This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.*

An Accessibility Action Plan is attached. This plan will be reviewed and adjusted on an annual basis. The Plan will be evaluated and amended after each review cycle.

Priory School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Equalities
- Health & Safety
- Special Needs
- Student Behaviour for Learning Policy
- School Improvement Plan
- School Aims
- School Website

PRIORY SCHOOL DISABILITY EQUALITY AND ACCESS PLAN September 2018-2021

- Teaching and Learning Policy
- Off-site Safety
- PPG report on the school website

The school will work in partnership with the local education authority in increasing accessibility.

The physical environment aspects of the Accessibility Action Plan will be monitored through the Governors' Strategic Organisation Committee, and the other aspects will be monitored through the Governors' Teaching & Learning Committee.

1. Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at September 2018
Ensure all staff are aware of the access needs of disabled children and staff	• Ensure that policies and procedures reflect the needs of disabled children and staff	Nov 2019	Governors	The school is able to respond to emerging needs of disabled students and staff	Policies are regularly reviewed
	• Ensure Induction training includes disability equality issues	Nov 2018	KC/BMI	All staff are committed to equality needs and additional needs	Induction programme is under review
Ensure that all disabled pupils can be safely evacuated	Ensure all staff are aware of access points for disabled students, staff and visitors	On going	KC (new staff, trainees)/ BMI (SEN staff)/ FJ (all staff)/ House Assistants (supporting evacuation plans)	All disabled children and staff, and staff working with them, are safe and confident in the event of a fire or other causes of evacuation	In place and constantly reviewed with practice evacuations

PRIORY SCHOOL DISABILITY EQUALITY AND ACCESS PLAN September 2018-2021

Improve access through doors for wheelchair users in particular main entrance when funds are available	Produce a sign asking wheelchair users to ring for assistance	Short term	IF	Wheelchair users have improved access through outward opening doors.	Currently no signage but telephone number displayed on main entrance
Assist any hearing impaired students in the event of an emergency evacuation	RH to assess any student who wouldn't be able to hear alarm	Medium term	RH	All hearing impaired students aware of the alarm being activated	HSF staff double check on students in mainstream lessons
Improve awareness of Priory being a deaf aware school	Improve signage stating this is a deaf aware school.		RH/IF	Visitors to the school are made aware that Priory School has Hearing Impaired students	No signage at reception

2. Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at September 2018
School website to be accessible and comply with current statutory requirements	School website meets statutory requests for SEN information Ensure that consideration has been given to Dyslexia friendly fonts and colours	By Feb 2019	NH/BMI	Parents/carers feel confident in the information they have about the school	New website under construction Local Offer / SEN Information Report in place
Ensure that information to parents/carers, students, staff is accessible to all	Establish, develop and maintain a procedure to enable all school information to be accessible to all.	July 2019	BMI/BK	All stakeholders receive information in the most accurate format	In progress
Information for visitors with disabilities and/or additional needs	Ensure information is available for visitor with disabilities on arrival	Sept 2019	WF/BK	Visitor information leaflet includes information about disabled toilets, access routes, etc.	Safeguarding leaflet exists but needs to incorporate accessibility needs

PRIORY SCHOOL DISABILITY EQUALITY AND ACCESS PLAN September 2018-2021

	To ensure a dynamic data base of staff language specialisms is created		KC		
--	--	--	----	--	--

3. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes	Position as at September 2018
All staff have access to training to improve teaching, to meet the needs of all students	Ensure at least two Wednesday CPD sessions are offered to all staff to ensure understanding of the needs of SEN (inc. EAL)	June 2019	BMI	All staff are confident in planning and delivering lessons which meet the needs of the full range of student needs (including disabled students)	Most staff confident in meeting the range of needs in the classroom Up skilling is required for new staff
To Ensure that there are a range of competencies among the TA team	Audit skills in TA team Training provided to staff which ensures a range of skills within the team	Feb 2019	BMI	TA team has a range of 'specialisms' which enable the team to support and train others	Team already has a range of skills but there are needs to share good practice
To review the Key Stage Curriculum to better meet the needs of those students who require additional literacy and numeracy	To explore 'best practice' with regard to helping disabled students to 'catch up' Revise KS 3 model to provide additional support for literacy and numeracy	Long term ongoing	PAC OH and TR	Disabled/disadvantaged students make rapid progress	I-Band exists for some students PPG Intervention used for some students
To ensure students who qualify for PPG have improved access to the full range of activities	Assess latest research on what works for PP students	On going	PAC	PPG (disabled)students make rapid and sustained progress	PPG spend reported on website School developing SIMs to track PPI intervention