



Priory School

Accessibility Policy

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Signed _____

Date: 25.03.2026

Caroline Masih - Chair of Governors

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Statement of Intent

Priory School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

In fulfilling this policy, the school has due regard to the Public Sector Equality Duty under Section 149 of the Equality Act 2010, which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and Responsibilities

The Governing Body will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Governing Body
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Ensuring that reasonable adjustments are implemented promptly where required and that accessibility considerations are included in strategic planning and resource allocation.
- Working closely with the Governing Body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and Governing Body to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum

- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes. The Accessibility Action Plan is aligned with the school's estate development planning, so that accessibility improvements are built into refurbishment, maintenance and capital projects wherever possible.

The school will collaborate with the LA to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

The school undertakes a full accessibility audit on a two-year cycle to review physical access, curriculum accessibility and communication arrangements.

The findings of the audit inform the school's Accessibility Action Plan, which sets out specific actions, responsibilities, timescales and funding routes.

In addition to the two-yearly audit cycle, progress against the Accessibility Action Plan is reviewed annually by SLT and governors, and accessibility considerations are factored into ongoing site development, curriculum review and inclusion planning.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that extracurricular activities are inclusive wherever practicable and will make reasonable adjustments to allow pupils with SEND to participate. Where access is limited by staffing capacity or pupil safety needs, the school will review provision regularly and explore alternative or time-bound inclusive opportunities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities and reasonable adjustments are made to enable participation wherever practicable and safe to do so. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The Class teacher and the SENCO will work together to adapt a pupil's Individual Provision Map (IPM), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

Specialist resources are available for pupils with visual impairments, such as large print reading books. Learning support assistants are deployed to implement specific programmes of support.

8. Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. The school site includes a combination of older buildings and newer modular classrooms. While the majority of areas are accessible, the school recognises that some physical features present accessibility challenges and minor level changes at some thresholds. Identified accessibility priorities, including accessible toilet provision, are addressed through the Accessibility Action Plan and estate development planning.

The school takes a proactive and planned approach to addressing these barriers over time, within the constraints of fire safety regulations and the practicalities of a working school site. Accessibility is a core consideration in all refurbishment and site development work.

Identified barriers and planned improvements are recorded in the Accessibility Action Plan and reviewed annually.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. The school building dates back 70 years where new modules are built wide doors are fitted to allow for wheelchair access and the corridor flooring and lighting is designed to support those who are visually impaired. The school has plans for future refurbishment of older parts of the building to ensure they comply with accessibility requirements.

9. Monitoring and Review

This policy and the Accessibility Action Plan are formally reviewed every two years in line with the school's policy review cycle.

Progress against identified accessibility actions is reviewed annually by SLT and the Governing Body, and any urgent accessibility needs are addressed as they arise, rather than waiting for the next formal audit cycle.

Equality impact assessments will be undertaken as and when school policies are reviewed. The impact of actions identified in the Accessibility Action Plan will be evaluated annually and used to inform future planning and funding priorities.