



PRIESTNALL
SCHOOL

Accessibility Plan

Priestnall School

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1. Aims

The aims of this Accessibility Plan are to ensure that Priestnall School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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.

Priestnall School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

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 brought together a range of previous acts into a single act, aiming to harmonise and strengthen discrimination law and support progress on equality.

Schools have a *legal* responsibility:

- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage
- To not treat disabled pupils 'less favourably'

Disability discrimination is less favourable treatment than that received by someone else for a reason related to the pupil's disability *when it cannot be justified*. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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
<p>Increase access to the curriculum for students with a disability</p>	<p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>	<p>SEND and Senior Leaders have a clear understanding of the strengths and areas for development within SEND provision, in line with the new Ofsted framework. There is a clear action plan in place to address further areas for development.</p>	<p>Develop a process for conducting SEND Audits</p> <p>Audit school to provide a clear overview of strengths and areas for development. Disseminate this information to all stakeholders.</p> <p>Developmental planning</p>	<p>SEND Leaders</p> <p>Director of Inclusion</p> <p>Trust Directors of SEND</p> <p>Subject Leaders</p>	<p>July 2024</p>	<p>SEND and school Leaders have a shared understanding of the strengths and areas for development in SEND provision across the school and these feed into the SEND development plan.</p>
		<p>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always</p>	<p>Appoint specialist staff.</p> <p>Performance management and Further Professional</p>	<p>PM Link to advise and direct training needs for staff</p>	<p>July 2024</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p>

		have the expertise required within the team despite changes to staff.	Learning needs identified			
		Develop closer links between our Learning Support Departments and Subject Trust Directors to quality assure the curriculum for students with SEND and ensure it is sufficiently challenging.	Use data analysis to track performance of SEND students across each curriculum area. Use the process to identify areas for further development and training as well as to identify strengths so best practice can be shared.	SEND Leaders Director of Inclusion Trust Directors of SEND Subject Trust Directors	July 2024	Trust Subject Directors have an overview of the strengths and areas for development for SEND within their subject, and this feeds into their developmental planning.
		Develop systems and process for supporting students with significant Social, Emotional and Mental Health difficulties (SEMH)	SEMH resources and schemes of Learning trialled over the course of the year SEMH Specialists and Pastoral Leads to feedback on the process and refine as a result Ensure that all intervention is evaluated by SEMH	SEMH specialists Director of Inclusion Trust Directors of SEND Pastoral Leads	July 2024	Annual SEMH impact reports indicate the positive impact of the intervention. Schools have a strategic overview for which students access different interventions.

			<p>Specialists using a scaled system</p> <p>Develop an SEMH provision map to track student progress and evaluate impact and share this information with senior leaders</p>			
		<p>Develop a new strategy for supporting students with Numeracy difficulties to enable them to close the gap on their peers.</p>	<p>Collaborate with Trust Director for Maths to ensure that there is a shared vision</p> <p>Trial resources and feedback on their utility</p> <p>Develop resources to support intervention sessions</p> <p>Finalise the numeracy intervention process</p>	<p>Numeracy Specialists</p> <p>Trust Directors of SEND</p> <p>Director of Inclusion</p> <p>Trust Director of Maths</p>	<p>July 2024</p>	<p>A clear strategy is in place to target difficulties and this is understood by all stakeholders.</p> <p>Numeracy Intervention has a demonstrable impact on student progress.</p>
		<p>Develop a new strategy for supporting students with Literacy difficulties to enable</p>	<p>Collaborate with Trust Director for Literacy to ensure that there is a shared vision</p>	<p>Literacy Specialists</p>	<p>July 2024</p>	<p>A clear strategy is in place to target difficulties and this is</p>

		<p>them to close the gap on their peers.</p>	<p>Trial resources and feedback on their utility</p> <p>Develop resources to support intervention sessions</p> <p>Finalise the literacy intervention process</p>	<p>Trust Directors of SEND</p> <p>Director of Inclusion</p> <p>Trust Director of English</p>		<p>understood by all stakeholders.</p> <p>Literacy Intervention has a demonstrable impact on student progress.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Accessible parking bays • Accessibility toilets and changing facilities • Stair lifts • High visibility strips to mark stairs, hand rails 	<p>Students with physical and/or sensory impairments have full access to the school environment and the curriculum</p>	<p>Working with external professionals to audit the building around the needs of specific students.</p> <p>Training for manual handling and personal care delivered to staff in Learning Support.</p> <p>Purchase of specialist equipment to assist access to the school environment as needed</p>	<p>SEND Leads</p> <p>Director of inclusion</p> <p>Occupational and Physical Therapists</p> <p>Sensory Support Service</p>	<p>July 2024 and ongoing</p>	<p>Any physical barriers are removed to ensure full access to the building for all students.</p>

	<p><i>and vertical support post</i></p>	<p>Personal evacuation plans for identified vulnerable students.</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. i.e. wheelchair users not timetabled in upper floor classrooms with no lift access.</p>	<p>Develop PEEPs for specific students. LSAs informed of which students they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	<p>Data Manager</p> <p>SEND Leads</p> <p>Director of Inclusion</p>	<p>Annually</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs</p>
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		Evaluation project for the use of IT (iPads or laptops) to be completed to ensure that there is a robust strategy in place to support the learning of students with SEND	Evaluation to be completed during 2023-2024 academic year.	Assistant Trust Director of SEND Director of IT Exams Office SEND Leads Director of Inclusion	July 2024	There will be a clear strategy and process for using IT to support learning.
Improve the delivery of information to students with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Soundfield systems available most curriculum areas</i> 	Develop the voice of parents and students to help them inform the processes and strategy for SEND and accessibility.	<p>SEND Leads to set up parental feedback via online questionnaire.</p> <p>Develop the use of student voice for students with SEND using Student Ambassador scheme.</p> <p>Trial use of parental forums to develop a SEND champion system and allow parents of young people with SEND to be heard.</p>	SEND Leads Director of Inclusion	July 2024	There is a coherent shared understanding of SEND which represents the voices of all stakeholders. Transition is supported from a parental perspective.

	<ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • <i>British Sign Language</i> 	<p>All sound field systems have been serviced and operational</p> <p>Mobile hearing loop system in all large rooms/venues within the school site</p>	<p>All Curriculum areas to be adequately covered</p> <p>Hall and Auditorium covered with hearing loop system</p> <p>Design and Technology to have a portable sound field unit installed</p>	<p>SENDCO/Site Manager</p> <p>SEND Leads</p>	<p>Review July 2024</p>	<p>Improved systems across the school will support students with HI more effectively.</p>
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4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by Trustees of the Laurus Trust.

5. Links with other policies

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

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

Appendix 1: Accessibility audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comment
1	Is furniture and equipment selected, adjusted, and located appropriately?				
2	Are Pathways and routes logical and well signed?				Signage around the site improved, emergency lighting installed on the corridors, fire exits clear and sign posted, all room doors have signs. Map provided for staff, students and visitors for ease of movement.
3	Do you have emergency and evacuation procedures for specific students with a disability?				Evacuation plans for individual students and staff are in place but need to be formally written up.
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Raiser tables, hobs in food tech, ADHD wobble chairs in the RB, stools with backs in the tech rooms.
5	Do furniture layouts allow easy movement for students with disabilities?				The size of some of the classrooms do not allow for easy movement.
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes, we have a wellbeing room for students to access in the school day. We have quiet staffed areas before school, break and lunch for students to access.

7	Are car park spaces reserved for disabled people near the main entrance?				No areas are reserved for disabled people in any of the car parks.
8	Are there barriers to easy movement around the site and to the main entrance?				Improvements made recently with the tarmacking of the front of school and student entrance. There are some raised/ uneven slabs in the quad areas. Sports hall carpark not suitable for wheelchairs.
9	Are steps needed for access to the main entrance?				No it is a flat surface.
10	Do all those steps have a contrasting colour edging?				All stairs have a contrasting metal ridged plate and blue flooring.
11	If there are steps, is a ramp provide to access the main entrance?				N/A
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				N/A
13	Is it possible for a wheelchair user to get through the principal door unaided?				Yes, there is automatic doors in the main school entrance.
14	If no is an alternative wheelchair accessible entrance provided?				N/A.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes, there is automatic doors into the main school lobby area.
16	Do all internal doors allow a wheelchair user to get through unaided?				No, the majority of doors require assistance to open and are not automatic.

17	Do all corridors have a clear unobstructed width of 1.2m?				All areas accessible to students are at least 1.2m wide. The only area is the main staff office corridor that is not 1.2m wide.
18	Does each block have a wheelchair accessible toilet?				Yes have 2 accessible toilets for wheel chair users.
19	Does the relevant block have accessible changing rooms/ shower facilities?				We have an accessible toilet on the main staff corridor for visitors/ staff. There is an accessible toilet and changing area on the main corridor for students. We have a new hygiene room and accessible toilet in the new Resource Base.
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				No, an urgent jobs request was submitted to estates to get this completed ASAP.
21	Is there a continuous handrail on each internal stair flight and landing?				Yes, there are continuous handrails on stairs and landings
22	Do the blocks have a lift that can be used by wheelchair users?				No
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				No
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes, areas are clear and accessible.
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				Colours in the building a calm and neutral.

27	Is a hearing induction loop available (either fixed or portable) in the school?				There is no hearing loops in school.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g., flashing light)				This is in the schedule of works to be completed. There will be sound, lights and voice.

- **2. Learning Access**

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Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular INSET training on SEND, assemblies on disability awareness training.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Strong relationships exist with specialist providers e.g. NHS occupational therapists, SaLT, Inscape and physio therapists, and training is provided to staff.
3	Do all staff seek to remove all barriers to learning and participation?				Regular training on differentiation for students with SEND. Learning walks ensure that this is embedded in lessons.
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that differentiation is embedded in lessons. Further training is needed to develop teachers skills to meet need.

5	Are all children and young people encouraged to take part in music, drama and physical activities?				All students across both key stages have a wide and balanced curriculum.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				The WBR is on offer for students with medical needs that are not able to access certain activities. We strive to make it possible that adaptations are made to help the students access all provisions/ lessons.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Staff modify materials e.g., paper colour, font size, IT equipment. Practical subjects offer additional support e.g., textiles (speed control foot pedals), attending Shapes PE events. We have a lead teacher of HI and VI.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				Staff are all aware to monitor students in lessons and look at their normal way of working. Referrals are made and if needs AA are trailed in classroom, mocks and exams. We have an AA lead.
9	Do you provide access to appropriate technology for those with disabilities?				Laptops and exam reader pens are provided where necessary. Any specialist equipment is secured where necessary and is dependent on need. We need to ensure it is used by the correct students. There needs to be more equipment.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable, and risk assessed. LSAs have attended overseas trips to support.

11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.
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3. Information Access

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				We have a variety of resources including coloured overlays and exam reader pens. Teachers work with LSAs to differentiate resources to include symbols, visual aids and simplified language where necessary. The sensory support services help with modified papers.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes, a number of students use laptops/ iPad within their lessons and nearly every classroom has an interactive whiteboard to present information in a multi-sensory way. We need more laptops.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				Students receive work on modified paper. All information emailed to parents in the same format. We need to make parents/ students aware of immersive reader to help them access information.

