



PRIORY PRIMARY SCHOOL ACCESSIBILITY PLAN

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Priory Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated and amended when there are significant changes to the site or in the needs of pupils, families and staff.
2. The Accessibility Plan will contain relevant actions to:
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum and after school activities.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. In this plan we have focused on the need to support parents with English as an Additional Language (EAL). The intersection of EAL and Special Educational Need and Disability (SEND) is a particular challenge for parents new to the UK.
 - Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school* and physical aids to access education.
*The principle of 'reasonable adjustment' means it is not always possible to achieve the standards of accessibility that we would like due to the nature and size of our premises.
3. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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Priory Primary School - Access Action Plan (January 2020 – December 2022)

Pupil access to learning activities & opportunities

| Targets | Tasks | Timescale | Responsible staff | Success criteria |
|--|---|--|--|--|
| Activities and information to result in smooth transition for pupils with SEND from year to year | <ul style="list-style-type: none"> All appropriate paperwork shared Dedicated discussion time between staff Move Up Morning | July 2020 and every July thereafter | Natasha Wilde Juliet Fraser | Progress data in Autumn term shows continued improvement from previous year group |
| Staff confidently provide an inclusive classroom | <ul style="list-style-type: none"> Creative curriculum differentiated so that all pupils can access Continuing Professional Development (CPD) – review skills for inclusion of high incidence SEN | CPD provided in Teaching & Learning staff meetings x 3 per year | Juliet Fraser Paula Wakeling Natasha Wilde | Lesson Observations & Drop Ins record high quality inclusive practice |
| Review provision within PE | <ul style="list-style-type: none"> Use Subject Leadership time to assess progress from previous Accessibility Plan Where are we up to? What next? Implement new initiatives as advised | Agree new tasks by Sept 2020 Set timetable as appropriate to proposed improvement | Natasha Wilde Liam Walsh | PE outcomes measured and monitored to show improvement in progress and attainment for pupils with SEND |
| After School Clubs well supported for pupils with SEND | <ul style="list-style-type: none"> Assess options from Pupil Premium and Sports Premium to fund additional staff & recruit accordingly Set quotas for clubs | With immediate effect Review termly | Juliet Fraser Natasha Wilde Denise Albone | Collect participation data and demonstrate quotas met |

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Parent Accessibility

| Targets | Tasks | Timescale | Responsible staff | Success criteria |
|--|---|--|---|--|
| Families new to UK education system understand the legal framework and expectations on parents | <ul style="list-style-type: none"> • Translate key documents into languages required • Linking new parents to others who have experienced transition to UK system • Refresh website links & information for EAL parents • Language lessons (possibly in association with Livingston Primary or ACCM (UK)) | Translations by July 2020 Pilot a buddy system in 2020/2021 Website refresh by July 2020 | Juliet Fraser Natalie King | Improved attendance data for pupils with EAL / SEND Progressively increasing number of parents attending parent engagement events |
| Greater parental involvement in school life to impact on pupils' progress, attainment and attendance | <ul style="list-style-type: none"> • Continue parent open afternoons / shared learning opportunities • Family Phonics club (or similar) • Film Club (or similar) | Ongoing initiatives in response to need and opportunity | Juliet Fraser Paula Wakeling Natalie King | Increasing number of parents attending parent engagement events Progress and attainment data shows year on year improvements |
| Improved opportunities for 'Parent Voice' | <ul style="list-style-type: none"> • Coffee Mornings with guests such as Bedford Parent Carer Forum • Ensure good translation / technology available at parent meetings | Ongoing | Natasha Wilde | Increasing number of parents attending parent engagement events |

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School environment

| Targets | Tasks | Timescale | Responsible staff | Success criteria |
|---|---|--|---|--|
| Fire Evacuation procedures for all scenarios documented and rehearsed | <ul style="list-style-type: none"> Review of evacuation procedures Produce Emergency Evacuation Plans (PEEPs) for all pupils and staff with SEND or impairment Rehearse morning / afternoon / lunchtime over the course of each year | <p>Review by April 2020</p> <p>By April 2020 then ongoing as new pupils join school</p> <p>Ongoing</p> | <p>Juliet Fraser Wayne Berlin</p> <p>Class Teachers</p> | <p>All pupils safely evacuated from building within the 2 min time frame</p> |