

PRIORY PRIMARY SCHOOL ACCESSIBILITY PLAN 2023 - 2025

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:*
 - *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.*
 - *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 EAL. The intersection of EAL and 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.*
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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Access Action Plan (January 2023 – December 2025)

Pupil access to learning activities & opportunities

Targets	Tasks	Timescale	Responsible staff	REVIEW
Activities and information to result in smooth transition for pupils with SEND from year to year	- All appropriate paperwork shared - Dedicated discussion time between staff - Move Up Morning - Pupil Profiles to be created by pupils in yrs2-6 and reviewed regularly throughout the year.	Ongoing and embedded practice that will nevertheless be monitored	Natasha Wilde Juliet Fraser	Personal Profiles for all pupils, not just those with a SEND, is now embedded practice, and reviewed during the year as well at transition; NW holds individual meetings with teachers at transition time; NW creates Social Stories Move Up morning – now Move Up Day!
Staff confidently provide an inclusive classroom	- Whole school review of the creative curriculum: ensure that access for all remains in place - CPD – skills for inclusion of high incidence SEN through Quality First Teaching - Recap of requirements for communication friendly classroom & high quality teaching of vocabulary.	Curriculum review 2022/3 to 2023/4 COMPLETE CPD provided in Teaching & Learning staff meetings x 3 per year COMPLETE	Paula Wakeling Natasha Wilde Juliet Fraser	Mastery approaches underpin inclusive practice. Curriculum review completed and has led to a CPD Cycle (2025 – 2028) Ofsted Inspection Nov 2024 <i>"Priory is a truly inclusive school"</i> CPD based on MITA has skilled up the whole class team and reinforced Quality First Teaching approaches for teachers.

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Review provision within PE	- Subject Leadership to report progress on SEND specific issues via PE & Sports Premium monitoring - Implement new initiatives as advised	Agree new tasks by start of academic year 2023-4, 2024-5, 2025-6 Set timetable as appropriate to proposed improvements	Liam Walsh Natasha Wilde	GetSte4PE scheme provides adapted learning. Scheme well embedded and enjoyed by pupils and teachers alike. SEND monitoring available via assessment portal on GetSet4PE – no access issue identified and SEND pupils achieving well
After School Clubs well supported for pupils with SEND	- Assess options from Pupil Premium and Sports Premium to fund additional staff & recruit accordingly - Set quotas for clubs – 20% - Pupils with SEND to continue to be supported by TA during after school sports clubs.	Ongoing and embedded practice that will nevertheless be monitored	Natasha Wilde Denise Albone	Collected participation data has always demonstrated a high uptake of clubs by pupils with additional needs <i>NW wishes to explore if the new booking system has had an impact</i>

Parent Accessibility

Targets	Tasks	Timescale	Responsible staff	REVIEW
Families new to UK education		Translations ongoing	Juliet Fraser	Difficulty in maintaining up to date

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system understand the legal framework and expectations on parents	• Translate key documents into languages required (including parent information booklet for pupils with SEND) • Buddy new parents to others who have experienced transition to UK system • Refresh website links & information for EAL parents • Language lessons sourced through Bedford ESL or ACCM (UK)	as required Buddy system to be set up within 2 weeks of starting Website refresh by April 2023 COMPLETE	Maryam Roberts	translated documents – associated costs are prohibitive and AI technology available has replaced this need. Welcome meetings have been sometimes effective in setting expectations and resolving early problems. Parent Learning Mentor in 2024-25 and some ongoing support 2025-26 has helped parents new to English to engage with the school.
Greater parental involvement in school life to impact on pupils' progress, attainment and attendance	• 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	<i>Attendance data has gradually improved year on year</i> Parent engagement activities include: class welcome meetings, class assemblies, parent consultation evenings, stay and play, Chat over Coffee (English phrases), Maths for Mums & Dads, Mothers' Day tea, Fathers' Day cricket, Film Club. 'Open classroom' events have been the best attended events, but fewer have been offered in recent terms, as these have been very onerous on teachers.

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Improved opportunities for 'Parent Voice'	- Coffee Mornings / Afternoons - Ensure good translation / technology available at parent meetings	Ongoing	Natasha Wilde	See above. Participation remains low – we have explored reasons for this which relate almost entirely to family situations and shift working. NW has shared information on topics such as Autism, ADHD, and developing empathy by publishing guides in the school newsletters. This was as an alternative to the in-school events offered but not attended. Bulgarian translated parent meetings are offered as a matter of course.
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School environment

Targets	Tasks	Timescale	Responsible staff	REVIEW
Fire Evacuation procedures for all scenarios documented and rehearsed	- Produce updated PEEPs for those pupils on SEND register in need of support to evacuate - Rehearse morning / afternoon / lunchtime over the course of each year	PEEPs complete by 30/11/22 Ongoing	Natasha Wilde Juliet Fraser Wayne Berlin	PEEPs now embedded and reviewed annually. Fire evacuation drill and Lockdown drill in a regular sequence.