



## Priors Hall; a learning community Accessibility Plan 2020-2023

### **Purpose**

This plan has been guided by our vision and aims and is to secure provision for disabled members of our community. At Priors Hall: A Learning Community we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness. We aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

*'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.'*

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- our objectives for improvement of accessibility over a three year period
- how our plans for improvement will be monitored

### **Accessibility Planning Process**

Plans for accessibility improvement are developed over the three year period through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- ✓ Physical facilities
- ✓ The school curriculum
- ✓ Support services
- ✓ Awareness
- ✓ Communication of information

### **Physical Facilities**

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors.

### **The School day**

As the school has grown, the start and end of the school day being accessed safely has changed. Priors Hall ALC will have staggered start and end times to allow all children, including those with a disability to enter and exit the building safely.

### **The School Curriculum**

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. This will be addressed through liaison with locations for school visits and a risk assessment for the pupils/ staff in question. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. An inclusive, broad and balanced curriculum will be accessible to all through quality first teaching and differentiation and where required, a specialised learning plan. If necessary, the needs of staff with disabilities will also be considered, to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils as well as maintain their own well-being. For example downstairs classrooms will be made available/ support for teaching of PE and so on.

### **Support Services**

This looks at access to services that are currently provided within, and external to the school, to support children and families where a disability is identified.

### **Awareness**

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

### **Communication of Information**

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the School's evaluation and review procedures and update accordingly on a needs basis.

The Accessibility Plan will be published on the school website

## ACCESSIBILITY PLAN June 2020-June 2023

### PHYSICAL FACILITIES

#### Process for Identifying barriers

- *Annual Governor monitoring/ regular risk assessments for specific areas and pupils/ review of classroom environment at transition/general risk assessments for activities/feedback questionnaires as part of school evaluation process/ASP reviews/wellbeing monitoring/feedback from visitors/views of disabled persons*

#### Facilities already in place:

##### **Route and entrance to the School;**

- The school is within convenient walking distance of; public highways and paths, and there is a clearly signed bus stop within 200 m of the school entrance.
- The route to the school is supported by clearly marked crossings with tactile paving.
- The route is wide enough for wheelchair access and vegetation is trimmed back from the pathways.
- Surfaces are even and slip resistant with no gaps or cracks.
- The location of the school is clearly identified from the street.
- Car parking is clearly marked and there are in excess of 8 accessible bays provided for badge holders.
- The accessible bays are clearly marked with signage to the front of them. Doors can be fully opened to allow disabled passengers / drivers to transfer to a wheelchair parked alongside.
- The accessible bays are close to the front entrance, with dropped kerbs and smooth surface.
- The main entrance is wide enough for wheelchair access, and the floor is level to the threshold.
- The entrance has glazed panels (suitably marked for safety / visibility) and people can see from either side standing or seated.
- The door control is at a suitable height inside whether standing or seated.

##### **Reception Area:**

- Clear views in / out ensure reception staff can see visitors and provide assistance if necessary.
- The entrance lobby and reception area is well illuminated.
- The reception counter is suitable for the approach and use by people either side, either standing or seated.
- Corridors are wide enough for wheelchair users to manoeuvre and turn.
- A disabled toilet and changing facility is provided with slip resistant floor, all fittings are easily distinguishable and reached, lever style taps available, as is a cord alarm, coloured red.
- Seating is provided in the reception area for anyone waiting to be seen.
- Carpets are slip-proof.

**Corridors and Internal surfaces:**

- Corridors are wide enough for wheelchair access.
- Key areas around school are accessible for all users, Ks2 hall, libraries, playgrounds, computer suites.

**Internal Stairs:**

- Access to KS2 via stairs with double hand-rails.
- Treads on stairwells are long enough and the same length.
- Risers are shallow enough and of equal height.
- Edges to steps are clearly visible.
- Landings are big enough and provided at middle level.
- 2 sets of handrails on both sides of stairway at differing heights.
- Signs clearly mark which side to walk on.

**Classrooms:**

- Classrooms have potential to be reorganised to support safer movement of disabled pupil.

***Objectives for Improvement 2020-2023***

- Develop a sensory room and specialist provision area for children with SEND needing personalised learning plans.
- Development of understanding for an inclusive curriculum for 1:1 supporting adults.
- Visual support is consistent in all classrooms.
- Improve signage for use on stairs (site supervisor)
- Ensure a visual aid is installed and activated when fire alarm sounds.
- Blinds to be fitted in all classrooms and air conditioning in classrooms for upper KS2. Quotes made, not yet actioned. (Site supervisor)

**THE SCHOOL CURRICULUM**

**Process for Identifying barriers**

- Monitoring of Learning Support/Evaluation of class teacher/performance data/evaluations of the children/outcomes of ASP reviews and parents

consultation/advice and audits from external sources/SLT lesson observations/discussion with staff/ TA performance management.

**Facilities already in place:**

- Pupils have access to the use of sloping boards/left handed self-opening scissors/Theraputty /wobble cushions / pencil grips / seating wedges/ fidget toys / coloured acetates for reading and self checking/ coloured whiteboards and workbooks.
- Sensory Break equipment – a selection of balance boards etc. accessible and staff aware of it's location. Ear defenders / 3 sided work stations.
- Sensory room being built to provide for SEND needs.

**Monitoring of Plans**

This plan will be monitored by Learning Support Staff who work with pupils with disabilities and reported and reviewed with the SENDCo/Reports to parents/School self evaluation processes / SLT observations/curriculum review / SENCO identification of training for staff to support specific disability needs.

**SUPPORT SERVICES**

**Process for Identifying barriers**

Feedback from children and parents/wellbeing tracking/performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of ASP review.

**Objectives for Improvement 2020-2023**

- Consultation and agreement with Trust and Governors for staggered start and end timings of the school day for safe entry and exit.
- Develop greater pupil and staff awareness of the specific provision and support needed for disabled/ hearing impaired children.
- Continue to develop links with the new Specialist Support Service.
- Develop links with special schools in the local area.

**Monitoring of Plans**

This plan will be monitored by SENCO, SLT and the SEN governor.

## **AWARENESS**

### **Process for Identifying barriers**

Feedback from children and parents/ performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of ASP review.

### **Objectives for Improvement 2017-2020**

- Continue to challenge stereotyping through curriculum opportunities.
- Broaden staff awareness of matters linked to mental health and other specific disability needs, through staff training.

### **Monitoring of Plans**

This plan will be monitored by the Community and Curriculum Governors.

## **COMMUNICATION**

### **Process for Identifying barriers**

Feedback from children and parents/questionnaires/Feedback from external agencies/ASP review.

### **Objectives for Improvement 2020-2023**

- Improve channels of communication within school so that advice from external agencies to Learning Support is fed back to leadership so that provision can be accessed quickly.
- Diaries/ positivity books for named children set up to provide daily communication between home and school.
- Develop the school website as an efficient means of communication and support for parents.
- Termly Newsletter to parents.

- Regular opportunities to share good practise and communicate new ideas, also for support assistants to feedback on specific work to SENDCo and SLT.
- SENDCo to run in-house training and workshops to improve quality of SEND provision for children with EHCPs.

#### **Monitoring of Plans**

This plan will be monitored by the SLT, curriculum lead, Lead for teaching and learning and the Head Teacher.