

# **Priors Hall – a learning community**

## **Accessibility Policy & Plan**

### **2022 - 2025**



*‘Ready for Learning, Ready for Life’*



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Review: July 2024

## Accessibility Policy

Every child at Priors Hall – a learning community has the right to a full and high-quality education. We believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a safe, accessible and nurturing environment where children feel supported but also gain independence whilst on their learning journey. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services. From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

At Priors Hall- a learning community, we recognise that the Disability Discrimination Act (DDA) 1995 places the following duties upon us:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility policy and plan as necessary. This policy and plan will be monitored and evaluated by the assistant Headteacher as Inclusion Lead and the SENDCo, before then being ratified by the board of governors. The plan within this policy sets out the school and Governors' proposals for

increasing access to education for disabled pupils. Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

### What is disability?

The Disability and Discrimination Act states that '**a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities**'.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

### Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities. We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides. We will not treat a pupil with a disability less favourably than others because of the nature of their disability. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage. We will do our best to anticipate the needs of a pupil or staff member with disabilities before they join the school.

### Removing Barriers

As a school it is our responsibility to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter. The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

### The Physical Environment

We will endeavour to improve/maintain a high-quality provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve/maintain the following:

- access to the school- clear, wide pathways with drop curb access from the car park to the school pathways
- movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight, clear accessible corridors, appropriate handrails on stairways, lift access to the first floor

- accommodation within the building, by providing toilets for disabled stakeholders
- signage, by putting it in clear print.

### The curriculum

We use a range of high quality teaching strategies, alongside personalised interventions, to enhance learning and participation within our broad and balanced curriculum. We find ways in which all pupils can take part across the curriculum and plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate. We use language that does not offend and make staff and pupils aware of the importance of using the correct and appropriate language.

### Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required. This may be in the format of Braille or large print. Alternatively, it may be transmitted orally or through lip-speaking or using a version of sign language- as specifically required/resource based for individual pupils. For children, with hearing aids or cochlea implants, additional technology may be used, such as a microphone system, and strong collaboration with the Teacher of the Deaf will occur to ensure staff are aware in how best to utilise this equipment.

## **Priors Hall- a learning community** **Accessibility Plan**

### Purpose of the Plan

The purpose of this plan is to show how Priors Hall- a learning community intends, over time, to maintain and improve the accessibility of our school for disabled pupils. Priors Hall is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ***'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'***.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with, pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- Behaviour Policy
- Inclusion Policy

The Schools complaints procedure covers the Accessibility Plan.

## Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. Plan Availability: The school makes the Accessibility Plan available in the following ways:

Adopted: September 2022      Reviewed: July 2023

Review: July 2024

- A copy is posted on the school's website
- Paper copies are available from the main office

### Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Priors Hall – a learning community will address the priorities identified in the plan. The plan is valid for three years 2022-2025. It is reviewed annually by the leadership Team.

### Our plan aims

- Improve and maintain access to the physical environment for all stakeholders
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

Increase access to the curriculum for pupils with a disability				
Aim	Strategy	Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability	<p>Priors Hall offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Pupil support plans and all curriculum planning specify resources/adaptations required for pupils.</p> <p>Manual handling training for staff to support children with specific physical needs.</p>	<p>Increased access to all areas of the curriculum.</p> <p>Increased safety for pupils and staff.</p>	<p>Class Teacher</p> <p>SENDCo</p>	<p>Audit annually -actions by Dec 22</p> <p>Curriculum Policy in place from sept 22</p>

	Audit of CPD needs and specific training, including medical.			
Exploitation of technology to support learning for all groups of learners.	<p>Support all staff to implement and effectively use technology within the classroom.</p> <p>ICT and sensory options explored as extension of or addition to CT input for pupils who need an alternative access point due to impairment or disability. This includes but is not limited to use of iPad, VR Headsets, auditory/visual stimulation and alternative recording software based on pupils specific barriers or needs.</p>	<p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these QFT options to enhance classroom provisions for all learners.</p>	<p>Curriculum leads</p> <p>Inclusion Lead</p> <p>SENDCo</p>	Dec 22 Review termly
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.	<p>Qualified ELSA in school running the spot provision accessible to all pupils and specifically identified individual interventions.</p> <p>PSHE Curriculum framework and coverage reflective of new legislation. Embedding and enhancement of an</p>	<p>. Pupils who are confident about learning and show resilience when faced with challenges. Pupils who can set goals, manage stress and organise their school work.</p>	<p>Personal Development Lead/ELSA</p> <p>Class Teacher</p> <p>Pastoral Support Lead</p> <p>Headteacher</p>	<p>Maintain throughout the academic year</p> <p><b>Review Mar 23</b></p> <p>ELSA and ARC interventions continue to run for identified children.</p>

	<p>outstanding pupil safeguarding curriculum.</p> <p>Effective use of the Sports Premium funding to promote excellent pupil health. Successful embedding of approaches to active learning</p> <p>Delivery of weekly timetabled mindfulness sessions to promote wellbeing. Wellbeing registers to be used throughout the school and pupils to check in with their wellbeing score twice a day as a minimum.</p> <p>UKS2 Mental Health Champions. Trained and practicing Y6 pupils enhancing and supporting the mindfulness curriculum. Training for the Y5 pupils in preparation for Y6.</p>	Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential		
Develop and enhance nurture provision 'The Spot'	Maintain 'The Spot' set up for pupils to access. CPD for staff to support pupil wellbeing. Run appropriate clubs for children to attend	Pupils will be supported in utilising self-regulation strategies as required.	Pastoral Support Lead/ELSA	Oct 22- The spot is up and running daily. Children are able to access this



	<p>including lunchtime clubs e.g. 'Calm Lunches'.</p> <p>'Mini Spot' provision maintained as a sensory space on the KS1 corridor accessible to all pupils (directed). Children can access the mini spot with supervision to support their regulation. Although this is on the KS1 corridor it is accessible to all pupils.</p> <p>'Spotlight' provision set up on the KS2 corridor. Smaller, quieter working space for pupils to access. Resources such as ear</p>	<p>Specific individual children will be supported in enjoying quiet calm lunch times, which will impact on their transition back into class in the afternoons, positively impacting on their continued learning throughout the day.</p> <p>Pupils will be able to identify their own needs as learners and make independent choices to best support themselves. All pupils will know who or where they can access</p>	<p>Personal Development Lead</p> <p>Headteacher</p> <p>Phase Leads</p> <p>SENDCo</p> <p>Inclusion Lead</p>	<p>as and when needed. Specific interventions run in the afternoons by the Pastoral Lead.</p> <p>Calm lunches are successful for specified children.</p> <p>KS1 space has been set up and is used by all children.</p> <p>Resourcing is still ongoing.</p> <p>KS2 spotlight is currently used for an individual child.</p> <p>All classrooms now have access to independent work stations</p>
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	defenders to be available.	further support as required to access their learning.		within the corridors of their year groups.
Widen the availability of physical activity within the curriculum.	<p>To enhance outdoor play spaces to ensure access for all. Trim trail equipment for KS2 has been installed. The equipment will provide wider opportunity for physical activity for pupils as both key stages have access to an age-appropriate trim trail.</p> <p>Enhance the resourcing of physical development in EYFS. Explore and implement active learning strategies within school. Training for Play leaders (pupils) to support peer leadership and extend the physical activity offer further.</p>	<p>Enhanced opportunity for physical activity for pupils across the school.</p> <p>Pupils with explore and build their mobility and physicality right from EYFS.</p> <p>More active learning HQT strategies will support engagement and access to the curriculum for pupils.</p>	<p>PE Lead</p> <p>EYFS/KS1 Lead</p>	<p>December 2022</p> <p>SEND Teaching assistants are timetabled to be on the playground to aid physical and social skill-based games.</p>
Improve the delivery of written information to pupils.				

Aim	Strategy	Outcome	Responsibility	Time frame
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Class Teachers SENDCo Inclusion Lead Office Staff	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested.  When sending out parental surveys etc- look into software that offers translation.	All school information available for all who request it.	Class Teachers SENDCo Inclusion Lead Office Staff Headteacher	Ongoing
Create a video introduction to the school for the website.  Create videos for key elements/information for the school website.	To make the school information accessible for those who have difficulties reading English.	Increased accessibility to information about the school.	SLT  Subject Leads	Jan 23
Improve and maintain access to the physical environment for all stakeholders.				
Feature	Description	Action	Responsibility	Time frame

Number of storeys	The school has a set of stairs leading to the first floor (KS2).	Lift already in place. Annual maintenance checks to occur.	Site Supervisor	Annually
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions	All School Staff	Sept 22 Action is ongoing
Emergency escape routes	Labelled well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site Supervisor	Sept 22 Action is ongoing
Access to car park	Car park is easily accessible for vehicles and pedestrians. Drop curbs are in place to support wheel chair access. Designated disabled bays are located closest to the school. School entrances are directly accessed from the car park with wide, clear pathways around the entire building.	Maintain signage and clear paths/car park.	Site Supervisor	Sept 22 Action is ongoing
Air Conditioning	Upstairs classrooms and offices are extremely warm all year around. In the warmer summer months Y5 and Y6 classrooms relocate to ensure that safe, comfortable working spaces are available	Quotations are being sought with the view to first install (budget dependent) four classrooms (Y5/6) and the following	Headteacher  Site Supervisor	Review April 23 –  Air conditioning has been installed in Year 5 and 6. Further quotes are being sought for

	to our pupils and staff members.	year four further classrooms (Y3/4).		year 3 and 4.
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### **Safeguarding Statement**

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Jacqueline White (Assistant Head and DSL)**, **Tess McQuade (Headteacher and DDSL)**, **Justin Pye (Assistant Head and DSO)**, **Charlotte Brazier (Assistant Head and DSO)**, **Calla Haycock-Hall (Pastoral Lead and DSO)**, **Alex Crawford (Nursery Lead Teacher and DSO)**, **Lucy Nisbet (SENDCo and DSO)**.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999**. This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on [sgardner@iftl.co.uk](mailto:sgardner@iftl.co.uk) or IFTL Safeguarding Lead (Kim Kemp) via email on [kimkemp@iftl.co.uk](mailto:kimkemp@iftl.co.uk).