



PRIORS FIELD PRIMARY SCHOOL ACCESSIBILITY POLICY 2023
ref Warwickshire Schools' Access Strategy 2019 and website advice 2022

WCC Disability Equality statutory duties for schools

Please read in conjunction with Priors Field Accessibility Plan - a statutory responsibility showing how we plan strategically to increase access over time

In this policy we are including those with impaired vision, motor difficulties, medical conditions, cognitive impairments or learning disabilities and deafness or impaired hearing

Ref Equality Act 2010 p29 (schools' duties around accessibility for all pupils)

Rationale

The School has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum - to eliminate discrimination
- The physical environment of our school supports and increases the extent to which those with disabilities are able to take advantage of all school services and facilities.
- That physical and learning environments can be reasonably accessed by those with disabilities to meet their needs
- To improve the delivery of information to those with disabilities as necessary

An Accessibility Policy is in place to ensure that school:

- makes every child, staff member and visitor feel welcome
- values all pupils and staff members equally
- has high expectations of all pupils
- proactively removes all barriers to learning and participation including off-site visits
- increases school accessibility for all pupils, staff and visitors

Governing Body/SLT Responsibilities:

- The physical environment of the school is monitored by the Resources Committee to ensure that all reasonable adjustments are being made to this end.
- An accessible curriculum is monitored by the FGB who liaise with the Inclusion Leader, Curriculum Leader and the Headteacher.
- Staff training and awareness is monitored by the Head Teacher.
The governing body is responsible for ensuring that terms of reference are reviewed to reflect these responsibilities and that they are included on FGB agendas.

Broad Guidelines

Those with disabilities can be discriminated against on two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment i.e. if a reasonable adjustment is not possible, or would not make a difference to the outcome, then less favourable treatment for a reason related to disability can be justified, if the reason for the treatment was material and substantial.)
2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils, parents or staff and prospective pupils, parents or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils, parents or staff.

Vision Statement:



At Priors Field Primary School, we endeavour to provide a quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success.

We are committed to developing a common sense of purpose and shared responsibility between children, parents and carers, staff and governors.

At Priors Field we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide high quality learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make.
- Support the personal and professional development of all the staff.
- Create an atmosphere where all staff are valued and appreciated.

Learners Inclusion:

Equal provision for all groups of learners is a very important aspect of our school. At Priors Field we offer high quality teaching and, in addition with our regular pupil progress reviews, this enables us to use our resources to put interventions into place to successfully meet needs of all learners.

(These interventions are reviewed regularly and the impact measured to ensure the quality of provision)

We have a team of teaching assistants, some of whom provide support within class for children with specific needs and some of whom provide support in addition to quality first provision.

Some children are identified as needing a little extra support for a limited time. They are included on our provision map. When a child is identified as having a special education need, parents are consulted and an Additional Needs Plan (ANP) is drawn up to target their learning. This is a tiered system driven by need. We aim to recognise the particular difficulties the child is experiencing and develop strategies, using an ANP, to help the class teacher plan appropriate support and to identify opportunities for additional time and support. These are shared with parents and with pupils. Transition

information meetings are used at transition times to inform appropriate adults about needs, successful adaptations, strategies and resources.

Some children may only need a year or two of this type of intervention. Those children are carefully monitored and advised through regular meetings, with outside agencies where necessary.

Programmes of work are discussed for each child on the SEN register and time set aside to work on their targets. This is overseen by the schools Special Education Needs & Disabilities Co-ordinator whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

At this time, Summer 2023, Priors Field Primary School makes appropriate adjustments to the school as necessary. For example, we have worked with the Vision Support Service to ensure support and access to our school and curriculum for those with visual impairment.

In the event of a request from parents or County for a pupil to attend this school we will take professional advice to assess their level of need and how access to various parts of the school and therefore involvement to the whole curriculum could be achieved. To assist us in this process we would, of course, work alongside any relevant outside agencies.

Each individual child's needs are of course different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

A suitability study carried out established that our ground level, one-storey school building is suitable for wheelchair access. We have a disabled toilet in our reception area. However, at present it is used by male staff and visitors so arrangements would need to be made for pupil access to this facility. This could be done via a safety lock that could be opened from the outside in case of an emergency. Doors throughout the building are wide enough for wheelchair access.

Level paths around the building provide easy access for wheelchair users. There is a clearly marked space for disabled parking in the school car park.

Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	Yes		<p>Relevant staff receive relevant training. For example, the whole school have access to information to make the school 'dyslexia' friendly and to understand attachment and sensory needs. Medical need – staff became familiar with and used AV1 robot to ensure no isolation/home learning 22/2023</p> <p>Visual needs – taking advice and training from the Vision Support Service.</p>
Are classrooms optimally organised for disabled pupils?	Yes		Classrooms in the building are small and, in those housing, larger furniture for the older children there is very little space for wheelchair movement. Any adjustments necessary will be made as far as possible.
Do lessons provide opportunities for all pupils to achieve?	Yes		Lessons are adapted to meet the needs of all. Our vision outlines our inclusive approach.
Are lessons responsive to pupil diversity?	Yes		Our PSHE and RE curriculums and assembly/word of the week activities promote our inclusive approach throughout the year and Diversity week is celebrated annually.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		Children are actively encouraged to work with everyone in their class at different times and in different ways.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		All curriculum and extracurricular activities are promoted and encouraged for all. For example, Dance Day when everyone in school learns a class dance together to perform to the rest of the school. We also have a traditional Sports Day and a Sport for All team day. We monitor

			additional curriculum opportunities to ensure as many children take part as possible.
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	Yes		
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?			N/A. at present but will be reassessed as new pupils/needs join our school community
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			N/A
Is there access to appropriate computer technology for pupils with disabilities?	Yes		IWB with hydraulics systems in Reception/KS1 so that children of all heights may access it. Talking buttons, interactive whiteboards and iPads as appropriate. Laptops for children with EHCPs are now provided – individually named.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes		e.g. extra adult taken on residential trip ensured that the needs of a diabetic child were met and pre-visits and personal individual risk assessments allow inclusive school class visits.
Are there high expectations of all pupils?	Yes		This aspect is continually reviewed, challenged, monitored and assessed.
Do staff seek to remove all barriers to learning and participation?	Yes		
Do staff have access to training?	Yes		
Do policies reflect the school's aims?	Yes		

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	Yes		Classrooms in the building are small and, in those housing larger furniture for the older children, there is very little space for wheelchair movement. Any adjustments necessary will be made as far as possible.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			At present N/A re children.
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	Yes		Reviewed to ensure visual need assessed and yellow paint used to highlight any changes in height of pathway. (Recommendation by Visual Support Service)
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		No	We do not have a visual component to our alarm- but instructions are written using symbols as well as words for access to all. We have a PEEP as appropriate.
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?			N/A at present but will be reviewed considering need.
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			Not as far as we are aware – our signage is simple and clear and regularly reviewed. The Vision Support Service reviewed this with us 202 and continue to support and advise 2023 to 2024 .
Are areas to which pupils should have access well lit?	Yes		On going investment in indoor and outdoor lighting
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			N/A – although children may wear ear defenders/ noise cancelling headphones if appropriate for need.
Is furniture and equipment selected, adjusted and located appropriately?	Yes		e.g sloping desks/foot rests used for children are kept in their classrooms and new tables of varying height purchased on recommendations of OT.
Is the equipment in the disabled toilet properly installed and accessible?	Yes		We would need an outdoor lock if a disabled child attended our school.

