

Accessibility Plan

Priors Field Primary



Date: 2023-2024

Accessibility – to include access to the physical environment, curriculum and delivery of information.
(To be read in conjunction with the Priors Field Accessibility Policy. Monitored by SLT/Governors)

Our Vision Statement:



Schools are required to have Accessibility Plans showing how we are planning strategically to increase access over time
(ref Equality Act 2010 page 29 and combined equality duty April 2011)

Ref Warwickshire Schools' Access Strategy website advice 2022

At Priors Field Primary School, we endeavour to provide quality education for every child within a caring, stimulating environment.

All members of the school community are valued and encouraged to reach their full potential and experience success.

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

At Priors Field Primary we promote equality for all in every aspect of school life - for children, parents, staff and visitors.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Continue to review accessibility of ICT/computing (including notepads, iPads, laptops, recordable magnifying glasses recording clip boards and 2 hydraulic IWB in reception and Y1) ▪ Ensure that children with an EHCP have access to a named laptop. ▪ Involve pupils in review of hardware. ▪ Prioritise new software to purchase according to need – for example, Nessy scheme for auditory access. ▪ Regular refresher training for teaching staff and TAs on programs available to allow access of all children. (New staff especially) ▪ Ensure through Vision Support Service that equipment is accessible for all pupils. 	Autumn Term 2023	School staff development meeting/Business meeting/ PTA funds	ICT /Computing Lead & SENDCo	SLT
<p>Access to Curriculum</p> <p>Create effective learning environments for all.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement and National Curriculum 2014 and according to the Equality Act 2010 ▪ Circulate H&S Classroom Checklist to all staff on termly basis and act upon any outstanding issues ▪ Ensure all classrooms and resources are organised in accordance with pupil need.i.e visual timetable in all classrooms, sensory equipment for regulation according to individual need and visually accessible. ▪ Ongoing programme of staff CPD 	Ongoing	<p>Checklist analysis shared</p> <p>PE Leader R. Mann</p> <p>CPD – planned training opportunities meeting specific needs and meeting legislation to continue to highlight our school aim to provide a high-quality</p>	<p>All staff Curriculum Leads to ensure access to their subject by all pupils – through triangulation activities etc</p> <p>Curriculum review 2022-2024 lead by Katy Braley and Rhian Martin K.Hallard</p>	<p>SENDCo through monitoring activities</p> <p>K.Hallard</p> <p>SLT and Governors</p>

	<ul style="list-style-type: none"> ▪ Seek issues and feedback from pupils – regular pupil voice consultation ▪ PE LT plan and activities inclusive – monitor events and extracurricular activities. (Focus on activities being accessible, safe and promoting healthy life choices) ▪ Dyslexia friendly communication as needed 		education for all.	Report any requirements highlighted to SLT	PE Leader
Access to Curriculum Differentiated curriculum	<ul style="list-style-type: none"> • Lesson obs and drop ins/planning/book trawls /triangulation days to include monitoring to ensure that all pupils access the whole curriculum through differentiate and sometimes individual plans. • VL monitoring access by vulnerable compared with whole school data half termly for out of hours Rainbow provision. • To ensure that children with allergies are kept safe – Nut Free school policy/adaptations to curriculum including cookery so access to a broad and balanced curriculum maintained for all. 	On-going	Timetable of monitoring within school action plan	SLT/Govs/subject leaders. SLT Curriculum review 2022-2023 lead by Katy Braley	SLT Curriculum Leader SENCo and Govs
Impact Analysis Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code/Anti-Bullying Policy, CPOMs reflections weekly by SLT and actions set, Educational Visits (including specific risk assessments and Pastoral Care Plans) Home Learning, Health Provision in relation to pupils with disabilities. (Care plans) Involve pupil and parent voice whenever possible. ▪ Consult pupils and staff on any proposed changes. 	Autumn 2023 – Summer 2024	Leadership Team and SENDCo within on-going review of policies. Appropriate Curriculum Leads	SLT and SENDCo	SLT and Governors
Premises – Physical Environment Review site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> ▪ Review need for personal evacuation plans (PEEP) within BEEP annual review. ▪ Identify accessibility of play equipment / safety of surfaces – Adventure play space 2020 /trim trail on field in future ▪ Maintain courtyard space as a safe time out space for all. Adapted summer 2023 – all 	On-going	On-going resources for courtyard environment New furniture for specific needs on recommendation of OT – H&S Continue to reflect on safety aspects of wet	SLT/K.Hallard	SLT and Govs

	<p>weather surface etc.</p> <ul style="list-style-type: none"> ▪ Review signage of evacuation procedures and fire exits annually ▪ Specialist furniture as recommended, for example, specialist foot plate required in KS2 on recommendation of OT ▪ Y5/6 cloakroom renovations 2020 monitored to ensure lockers may be accessed by all children. (e.g. installed at differing heights) ▪ Adaptations as necessary for visual needs – started 2021 and ongoing 		<p>pour/replacement with paving programme. Adventure Playground – first phase installed 2020 – planned to include all and safety guidance shared in child friendly visual format. Also worked alongside parent of ASC child to make signage and instructions accessible to all – make sure introduced around school</p> <p>Plan to get quotes for shower/washing facilities for the future if needed. Add grab handle in larger toilet KS1</p>		
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ During PSHE/Protective behaviours programme -policy/curriculum/ - keep accessibility and inclusivity as objectives. ▪ Annual review of Assembly format Programme: sharper focus of Different/Same theme, Diversity week. 	On-going	<p>PSHE/RE subject leader time Jigsaw PSHE curriculum was introduced Autumn 2022 – subject leader to ensure access for all learners £797</p>	PSHE/RE leaders plus SLT	SLT and Governors
<p>Availability of accessible information as required.</p> <p>Resources, newsletters and Information/documentation</p>	<ul style="list-style-type: none"> ▪ Large print etc as required to meet visual needs – working with Vision Support Service ▪ Review accessibility of newsletter/website/padlets/Tapestry and letters/consultation documents for parents. ▪ Widget/InPrint 3 - software available if required ▪ Continue to raise the awareness of adults working at the school on the importance of good communication systems. 	On-going	SLT	Admin and SLT	SLT and Govs

Warwickshire Schools' Access Strategy 2019 (over seen by the Disability Access Group)

- our aims are to: -

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided at Priors Field.

Improve the availability of accessible information to those with disabilities - responsive to need.

Checklist from document - Schools are expected to fund: -

- Disabled access to main entrance = completed/wheelchair accessible
- At least one accessible toilet - in entrance hall
- Age appropriate changing facilities - adapted toilet in KS1 / private toilet area KS2
- Allocated accessible parking - at front of school
- ICT differentiation - see above
- Ongoing improvements to signage - reviewed regularly for clarity
- Ongoing servicing and maintenance of specialist equipment
- Liaise with IDS as appropriate. (Integrated Disability Service Teaching and Learning)