

Accessibility Plan

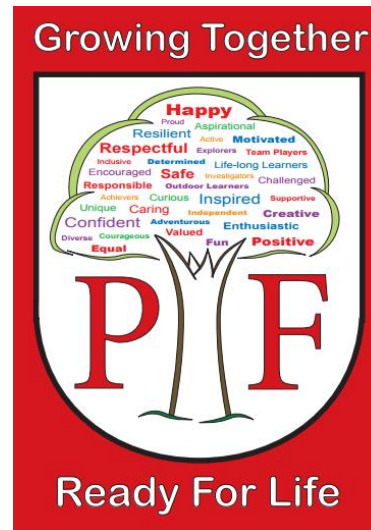
Priors Field Primary



Date: 2021-22

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)

Ref Warwickshire Schools' Access Strategy website advice 2021

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) ▪ 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. (ref staff changes Sept 2021) ▪ Ensure through Vision Support Service that equipment is accessible for all pupils. 	Autumn Term 2021	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 ▪ Circulate H&S Classroom Checklist to all staff on termly basis. ▪ Ensure all classrooms and resources are organised in accordance with pupil need.i.e visual timetable in all classrooms, sensory equipment for regulation, visually accessible. ▪ Ongoing programme of staff CPD ▪ Seek issues and feedback from pupils – regular pupil voice consultation ▪ PE LT plan and activities inclusive – monitor 	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</p>	<p>All staff</p> <p>K.Hallard</p> <p>Report any requirements</p>	<p>SENDCo through monitoring activities</p> <p>K.Hallard</p> <p>SLT and Governors</p>

	<p>events and extracurricular activities. (Focus on activities being accessible, safe and promoting healthy life choices)</p> <ul style="list-style-type: none"> ▪ Dyslexia friendly communication as needed 		high-quality education for all.	highlighted to SLT	PE Leader
<p>Access to Curriculum Differentiated curriculum</p>	<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. • 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	SLT Curriculum Leader SENCo and Govs
<p>Impact Analysis Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code/Anti-Bullying Policy, 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 2021 – Summer 2022	Leadership Team and SENCo within on-going review of policies.	SLT and SENDCo	SLT and Governors
<p>Premises – Physical Environment Review site access to meet diverse needs of pupils, staff, parents and community users.</p>	<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 2021/22 ▪ Maintain courtyard space as a safe time out space for all. ▪ Review signage of evacuation procedures, internet safety, fire drill & PEEP if needed. ▪ 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 – starting Sept 2021 	On-going	On-going resources for courtyard environment New furniture for specific needs on recommendation of OT – H&S / Resources committee Continue to reflect on safety aspects of wet pour/replacement with paving programme. Adventure Playground – first phase installed 2020 – planned to include all and safety guidance shared in child friendly visual format.	Site Manager/ Caretaker and SLT/K.Hallard Playground Committee	SLT and Govs

			Plan to get quotes for shower/washing facilities for the future.		
Attitudes To promote positive attitudes to disability	<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	PSHE/RE subject leader time	PSHE/RE leaders plus SLT	SLT and Governors
Availability of accessible information as required. Resources, newsletters and Information/documentation	<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 - specialist chair serviced annually by OT service
- Liaise with IDS as appropriate. (Integrated Disability Service Teaching and Learning)