



Cabot
Learning
Federation

Accessibility Plan – Priorswood Primary School

Version 2.0 May 2020

History of most recent Policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	June 2024	Document Creation	Template for Academy use created	The requirement to have a plan in place in each Academy
				Requirement to fully review every 3 years

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Cherry Hingston SEND link school councillor and SENDCo of Priorswood Primary School and covers the period from October 2025 – October 2028. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

The Academy's layout and facilities (see appendix A)

- 2.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.
- 2.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:
 - increase the extent to which disabled pupils can participate in the Academy curriculum
 - improve the physical environment of the Academy to increase access to education by disabled pupils
 - improve the delivery of information to pupils, staff, parents and visitors with disabilities.
- 2.3 Attached are three action plans relating to the above (see table 3, 4 and 5 below). These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- 2.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents (these documents can all be found on the school website - [Policies - Priorswood Primary School](#)):
 - Academy prospectus
 - Disability equality scheme
 - Equality, diversity and inclusion information and objectives statement
 - health and safety policy
 - SEND Policy and Information Report

2.5 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in October 2028 when a new Plan will be produced to cover the next three years.

2.6 Welcoming and preparing for disabled pupils

2.6.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.6.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) which makes and maintains the EHC plan to ensure that the identified provision is delivered appropriately.

2.6.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3. Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To provide staff training on adaptive teaching.	<ul style="list-style-type: none"> • Staff meetings • CLF Network meetings 	Teachers will use more adaptive teaching in their practice to ensure inclusivity for all learners.	6-12months (July 2026)	
Medium term	To look at IT support for learners with SEND and accessibility.	<ul style="list-style-type: none"> • Research IT support for learners. • Seek support from inclusion/virtual schools' team regarding IT support for learners • Look at budget for IT and purchase computing technology that will support accessibility to learning. 	Learners will have access to IT that will support their learning and make learning more accessible.	12-24months (July 2027)	
Long term	To look at classroom organisation to optimise independence for SEND learners.	<ul style="list-style-type: none"> • Complete audits for each classroom • Look at reasonable adjustments in each class • Purchase new furniture/fixtures/fittings where necessary (budget allowing) 	Classrooms will be organised to allow learners with SEND to fully access the classroom and be independent in getting resources and equipment ready for learning.	3 years (July 2028)	

Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4. Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To ensure the grounds are safe and any damages repaired to ensure a safe environment for all learners.	<ul style="list-style-type: none"> Report any health and safety issues via the premises helpdesk Premises manager completes issues to maintain a safe premises 	School site is safe and accessible for all learners and there are no obstructions preventing learners to access the entire school site.	6 months (April 2026)	
Short term	To ensure that the site is clutter free in corridors to allow a clear route for all learners.	<ul style="list-style-type: none"> All staff to be responsible for the corridor outside their classrooms to ensure it is clutter free. If a staff member sees a health and safety issue, to report it on the premises helpdesk. 	All teaching areas will be clutter free and accessible to all learners.	6-12months (October 2026)	
Medium term	To repaint the yellow borders around the sight to support our visually impaired learners.	<ul style="list-style-type: none"> Log on Premises helpdesk that this needs to be actioned Premises manager to arrange/complete this action 	All yellow borders will be repainted making the site visually accessible for our visually impaired learners.	12-18mths (April 2027)	
Long Term	To look at ramp access (this could be removable) to all steps leading to classroom doors from the playground (to	<ul style="list-style-type: none"> Look at costings for a removable ramp, so this can be used for 	School site will be more accessible for wheelchair access in the future.	3 years (October 2028)	

	accommodate learners that need wheelchair access).	classroom doors and door to the toilet area			
Long term	To look at noise reducing and room acoustics to support hearing impaired/children with sensory needs/autistic learners.	<ul style="list-style-type: none"> • Look at costings/quotes and speak to business manager about budgeting for this • Complete classroom audit to look at create Neurodiverse environment in classrooms 	Classrooms will be noise reducing and less over stimulating for all learners creating a more inclusive classroom setting.	3 years+ (October 2028 approx)	

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- 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?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5. Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	School website to be accessible to all.	<ul style="list-style-type: none"> All documents on school website accessible – available in large print, can be translated into different languages Make SEND documents more parent friendly using visuals to support information 	The website will be easy to navigate and easier to access information.	(6-12months) October 2026	
Medium term	To ensure SEND report is more parent friendly using visuals to support understanding.	<ul style="list-style-type: none"> Look at other school examples and ensure report is written in a parent friendly format with visuals to support information. 	<p>SEND information report will be more accessible to all.</p> <p>SEND provision for Priorswood is clear and parents are fully aware of the school's SEND offer.</p>	February 2027	
Long term	To provide staff training on technology and practices to assist people with disabilities.	<ul style="list-style-type: none"> Look at technology to support SEND learners Look at budget for IT and budget for staff training 	IT will enhance accessibility in the curriculum and develop learners skills in IT.	October 2028 (3 years)	

		<ul style="list-style-type: none"> • Purchase IT programmes/equipment to ensure accessibility for all learners. 			
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Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

