



## **PRIORY FEDERATION OF ACADEMIES TRUST**

ACCESSIBILITY PLAN – THE PRIORY ACADEMY LSST, including BOARDING BLOCK

### **1. Introduction**

The Priory Federation of Academies Trust is committed to providing equality of provision to all visitors, teachers and students who use our facilities.

Our aim is to provide an inclusive teaching and learning environment where students can realise their full potential regardless of any disability, in line with The Equality Act 2010.

The pledge of the Trust:

- Not to treat anyone with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils;
- To educate and inform regarding disabilities and to promote equality amongst peers;
- To increase the extent to which disabled pupils can participate in the curriculum of the Academy;
- To improve the learning environment in order to increase the extent to which pupils and adults with a disability can take advantage of education and associated services.

It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised every two years following implementation.

### **2. The purpose and direction of the Trust**

The Trust identifies its focus and dedication to the children, young people and adults of the local community, which includes all those with disabilities. This commitment also includes those who may wish to work within an Academy, and may have disabilities. Through its ethos, environment and curriculum, the Trust will enable each individual to realise their true potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment and resources will support social inclusion and provide a safe and secure place where everyone matters.

The Trust is committed to the providing a culture of inclusion, and ensuring that those with disabilities are able to participate.

The Trust is committed to removing barriers for pupils and adults with disabilities and aims to include them in all aspects of development. The Trust is also committed to ensuring that they have a voice within the respective Academy, and are actively engaged in contributing to the identification and development of the provision for pupils and adults with disabilities.

The inclusion statement in the National Curriculum describes the responsibility placed on schools to provide a curriculum that meets the specific needs of individuals and groups of pupils and this effectively links with the Academy's policy and practices in relation to SEN, in order to ensure that every pupil in the Academy is effectively included.

The Trust works with staff in order to ensure that the policies, practices and procedures of the Academy consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.



### **3. The Needs of Disabled Students and Adults**

The Trust will continually assess the needs of students and adults involved in the Academy, both in relation to the core work of the Academy and additional extra-curricular activities. In relation to this, where a specific disability is identified, the respective Academy will endeavour to work to provide the resources/ adaptations required, in order to ensure equality of access.

Biennial review of accessibility provision takes place, to consider aspects including areas of strength and areas for development, for example:

#### ***Strengths:***

- Physical environment to support access of pupils and adults with physical disability
- Adaptation of curriculum areas, including specialist areas, in order to ensure full participation by pupils with physical disability
- Whole school approach to the use of 'signs/ symbols' to reinforce the understanding of verbal language
- Whole school use of an agreed positive, language framework in order to support pupils with SEN and behaviour needs
- The provision of additional resources to support individual pupils in accessing the curriculum, e.g. laptops
- The acceptance of 'disability' within the Academy, by pupils and staff
- The 'opening up' of the Academy to all members of the local community.

#### **Areas for Development:**

- Academy Induction Programme to include awareness raising re meeting the needs of disabled pupils and the three key duties towards disabled pupils covered by The Equality Act;
- Further development of the curriculum, especially in relation to PE, in order to ensure that individual programmes of study are developed in line with accessibility;
- To further develop the environment to ensure that it effectively supports pupils and adults with visual impairments or communication difficulties e.g. coloured strips on steps, tactile symbols at key places, visual signs to reinforce key messages, large print.

### **4. Increasing Participation**

Curriculum developments to improve participation for disabled pupils will be a continual improvement for the Trust, and will be developed in line with the Trust's work, involving the use of assessing a student's progress in order to develop individual learning programmes for all students. This development work will seek to engage partners from other schools and organisations and look at maximising the use of ICT and additional adults, to maximise personalised learning.

### **5. Increasing Participation in Wider School Activities**

The Trust is committed to ensuring that disabled pupils are, as far as possible, included in school life which includes wider activities.

In line with this, although all students are able to access wider school activities, additional activities and targeted opportunities are provided, in some cases with additional resources provided, in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities.



## **6. Improving the Accessibility of the Physical Environment**

The Trust has considered accessibility issues across all of the sites within its portfolio, and will continue to consider building requirements in relation to disabled pupils, especially in relation to furniture layout in rooms, and regular disability checks of the building.

## **7. Management, Co-ordination and Implementation**

The Head of each Academy is responsible for the management and implementation of their respective accessibility plan. They will work in conjunction with the Health and Safety Officer, Site Manager and Senior Leadership Team at their Academy in order to co-ordinate resources.

## **8. Accessibility Provisions on site**

- The Priory Academy LSST is committed to providing equality of provision to all visitors, teachers and students who use our facilities.
- To the front of the main building adjacent to the Federation Reception there are two parking bays reserved for the exclusive use of visitors with disabilities; in addition, a further disability parking bay is located at the 6<sup>th</sup> Form Clayton Road Car Park, also serving the Boarding Block.
- Lowered kerbs provide wheelchair access from each of the designated disabled parking bays. The Academy reception, where all visitors are signed in and out, has been designed with a lowered desk area to facilitate ease of use for those in wheelchairs; access to this area is by means of double opening doors.
- All internal doors within the buildings on the Priory LSST site (including the Boarding Block) are disability friendly and are 860cm wide throughout the general concourse of the building, with doors of 910cm on disabled toilets.
- There are numerous purpose designed disabled toilets on both floors; these are equipped accordingly with hand rails, and emergency pull cords signalling to the main Admin Office, should the user require assistance.
- The site has two storeys which are served by four lifts, situated in boarding, sports hall, Main school site and the 6<sup>th</sup> Form centre. Each has emergency call features should the lift malfunction in use.
- An incline ramp gains access to the Swimming Pool.
- Specific internal and external stairs are paint visible.
- Suitable lighting is found across the site, alongside appropriate signage.

### ***In the event of an emergency - Evacuation and fire alarm:***

- The site has disability refuge points, on the staircase landings on the first and second floors. Each refuge has an audio call point linking to the administration main office.
- The fire evacuation plan takes into account those students and staff who may require assistance to exit the building. A Personal Emergency Evacuation Plan (PEEP) system is in place which is reviewed daily. Notices to all visitors who may require a temporary visitor's PEEP are displayed in the reception area and, if necessary, planning and provision are recorded at this point. Evacuation chairs are located at key locations around the site, for use by trained staff in the event of an emergency. Boarding staff receive training in the use of evacuation chairs.



## **9. Accessibility Provisions off site**

The Academy has an established arrangement enabling it to provide transport for educational enrichment pursuits, and will facilitate access accordingly, provided that a minimum of seven days' notice is given prior to the activity taking place.