



PRIORY FEDERATION OF ACADEMIES TRUST

ACCESSIBILITY PLAN – THE PRIORY ACADEMY LSST

Review Date: November 2027

1. Introduction

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

Our aim is to provide a teaching and learning environment where students and adult learners can realise their full potential regardless of disability, in line with The Equality Act 2010. Under the Equality Act, a disability is defined as a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on an individual's ability to carry out normal daily activities.

The pledge of the Trust:

- Not to treat anyone with a disability less favourably because of their disability;
- 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 students and adult learners;
- To educate and inform regarding disabilities and to promote equality amongst peers;
- To increase the extent to which disabled students and adult learners can participate in the curriculum;
- To improve the learning environment in order to increase the extent to which students 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 three 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 every individual matters.

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

Wherever possible, the Trust is committed to removing barriers for students and adults with disabilities and aims to include them in all aspects of learning and development. The Trust will ensure that individuals with disabilities will have a voice within their respective Academy and become actively engaged in contributing to the identification and development of the provision for individuals with disabilities.

The Trust will work with employees 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 review the needs of its students and adults involved with the Academies. In relation to this, where a specific disability is identified, the respective setting will endeavour to provide the resources and adaptations required to ensure equality of access wherever possible.

4. Increasing Participation

The Trust strives to facilitate maximum participation from all students, adult learners and staff and will work collaboratively with outside agencies in order to co-ordinate the necessary resources to achieve this goal.

5. Increasing Participation in Wider School Activities

The Trust is committed to ensuring any students and adult learners with disabilities are included in everything the Trust has to offer, which includes wider activities such as educational visits.

Although all students can access wider school activities, additional activities and targeted opportunities (in some cases with additional resources) will be provided to ensure equality of access and maximise the opportunities for students and adult learners with disabilities to engage.

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 students and adult learners with disabilities. The Trust will also consider further amendments to the physical environment where necessary.

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 SENCO, the Health and Safety Liaison, Site Manager and Senior Leadership Team at their Academy to co-ordinate resources.

8. Key accessibility features include:

The Priory Academy LSST is committed to providing equality of provision to all visitors, teachers, students and adult learners who use our facilities. The LSST site includes the Trust Offices (Clayton Road). For the purpose of this document, any features that are specific to the Trust Offices will be identified below.

Accessible Parking:

- There are two disability parking bays available at the main Academy site, for use by staff and visitors.
- Additionally, there is one designated parking bay for visitors with disabilities located at the Clayton Road entrance.



Wheelchair Access:

- The entrances to our buildings have ramped access to accommodate wheelchair users, ensuring level entry to our buildings.
- Building entrances - wherever possible - are equipped with wide, automatic doors to facilitate ease of entry with surface level threshold steps so as not to impede access.
- Lowered kerbs provide wheelchair access from designated disabled parking bays. In all reception areas, where all visitors are signed in and out, there is a lowered desk area to facilitate ease of use for those in wheelchairs.

Internal Layout and Navigation:

- Wide corridors and doorways are provided throughout the buildings to accommodate wheelchair users and those with other mobility impairments.
- All internal doors within the buildings on The Priory Academy LSST site are accessible and are at least 860mm wide throughout the general concourse of the building, with doors of 900mm on disabled toilets.
- Accessible signage is clearly displayed to guide users along emergency escape routes with clearly signed accessibility-compliant final escape exit doors.

Toilets:

- Accessible toilets are in multiple locations and are fully equipped with handrails and emergency pull cords for assistance.
- There is a purpose designed disabled toilet provision on all floors, each equipped with handrails and emergency pull cords signalling a nearby designated office or classroom, should the user require assistance.
- Parts of the site are two and three storeys respectively, and are served by four lifts, each having emergency call features should the lift malfunction.
- An incline ramp provides access to the Swimming Pool which is equipped with a hoist.
- Internal and external stairs on fire escape routes are painted to highlight changes in level for those with visual impairments.
- Suitable lighting is found across the site, illuminating safety and directional signage.

Emergency Evacuation:

- PEEPs (Personal Emergency Evacuation Plans) for staff, students, adult learners and visitors are reviewed regularly and kept up to date.
- Evacuation Chairs are located at key points within the buildings, where required, and staff are trained in their use in the event of an emergency.

Evacuation and fire alarm:

- The site has protected disability refuge points on staircase landings on the first and second floors.
- The fire evacuation plan considers those students, adult learners, staff and visitors who may require assistance to exit the building.
- Visitors are made aware of evacuation procedures and are accommodated as required.
- Suitable lighting is found across the site, illuminating safety and directional signage.
- Internal and external stairs on fire escape routes are painted to highlight changes in level for those with visual impairments.