

THE TELFORD PRIORY SCHOOL



Accessibility Plan

To be reviewed September 2020

The Telford Priory School Accessibility Plan

Disability and Accessibility planning in the School Context:

- The Equality Act 2010 defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.”
- Physical or mental impairment includes sensory impairments and also hidden impairments.
- In the Act, “substantial” means “more than minor or trivial”. “Long-term” means has lasted or is likely to last more than 12 months.
- The definition of SEN includes many, but not necessarily all, disabled pupils: a disabled pupil has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education.

Aims:

To support the entire community of the school, in terms of their educational, physical, sensory and social needs.

It is the policy of The Telford Priory School to:

- ensure that all the pupils in the school are able to participate to the best of their ability in the educational opportunities provided, making best possible progress both academically and socially and to achieve the highest standard of personal and academic development of which they are capable.
- achieve a shared responsibility, between the school, parents and outside agencies, for the social, personal, emotional and academic progress of all the pupils, especially those who are vulnerable, at risk, marginalised, excluded or underachieving.
- strengthen the existing partnerships between school, pupil, parents and agencies in order to work effectively to meet the needs of all learners.
- ensure that all staff, pupils and visitors to the school have access to the premises and are treated with respect and are supported if they have long term medical needs.

It is the duty of The Telford Priory School to:

- Operate full inclusion
- Provide access to the physical environment
- Provide access to the curriculum
- Provide access to written information

Operate full inclusion

The Telford Priory School aims to operate full inclusion; the school will not discriminate against any disabled pupil during the admissions process. The school has access to all floors via a lift situated in the main reception area with one toilets on each floor fitted to suit disabled needs.

- The Telford Priory School is served by many feeder schools: Telford Priory School will be alerted if a pupil with any disability or SEN will be joining the school in the following autumn term. In the case of pupils joining in Year 7, the feeder school(s) will be visited by the SENCO or Transition

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lead prior to the new academic year to discuss the pupil's particular needs. The member of staff, will speak with the parents of the pupil about the pupil's needs prior to the start of the term and contact will continue with the parents whilst the pupil continues to be educated at The Telford Priory School. The same will apply, where possible, to any new students to the school.

Provide the physical environment of the school, with reasonable adjustments, so that pupils with disabilities are able to take full advantage of the education provided

The Telford Priory School aims to improve the physical environment of the school and physical aids to access education:

Physical environment - Lead person: Facilities Manager

Physical Aids - identified through SENCO/Heads of House/Teaching Assistants, the school will provide reasonable adjustments, subject to financial resources and practical considerations, to enable all students to participate fully in their education, such as, if applicable:

- use of Laptop
- enlarged print worksheets
- coloured resources
- suitable seating position in classroom
- a scribe/reader (where necessary) in an exam situation
- extended time in exams.

If the disabled parent of a pupil needs to visit the school, any necessary adjustments will be made to make that possible.

Increase the extent to which pupils with disabilities can participate in the school's curriculum

The Telford Priory School aims to improve access to a full, broad and balanced curriculum. All reasonable effort is made to ensure that pupils have access to all areas of the curriculum at each Key Stage and in the wider curriculum of the school (trips, clubs etc.). This is achieved by:

- ensuring that teaching and learning is accessible through school and classroom organisation (SENCO/Heads of House, Site Manager, HOD).
- ensuring that appropriate deployment of staff through HOD requests and the timetable (Deputy Head responsible for curriculum, Deputy Head responsible for Staff, SENCO).
- ensuring that there are appropriate curriculum options and a differentiated curriculum where required (Deputy Head responsible for curriculum, Deputy Head responsible for Staff, SENCO).
- ensuring that there is continued training of teaching staff (Deputy Head responsible for Staff/SENCO/LSA).
- ensuring that there is continued appropriate information available in SEN register (included information on MIS system – SENCO/HLTA).
- ensuring appropriate deployment of Teaching Assistants (SENCO/HLTA). ensuring the availability of extra adults to support school trips where required (SLT)
- risk assessments, as required, to take full account of the needs of all pupils
- consulting with experts on the best use of resources and funding

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Provide the delivery of information to pupils with disabilities

The Telford Priory School aims to provide information to pupils and parents with disabilities in alternative and appropriate formats, as is reasonable and necessary. Within the school context the school aims to:

- Provide worksheets in a format for all pupils to read easily. Enlarged printed material, worksheets, timetable, textbooks and school information will be provided if requested by the pupil, parents, SENCO/Heads of House or Teaching Assistant.
- Ensure that exam question papers are enlarged (if pupil is entitled) through SENCO/HLTA/Examinations Officer.
- Endeavour to provide other methods of delivery of information for parents if requested e.g. Braille (through support from LEA/outside agencies).

Monitoring and Evaluation

- The support persons will keep the lead person informed about the progress made in all areas of the strategy and any problems encountered or other issues raised. The lead person will inform the Headteacher of any issues.
- SENCO/Pastoral Heads will monitor the progress appertaining to the SEND policy to ensure that it is being carried out in the most efficient and effective way to enhance the learning of the pupils, and will report back to the lead person.
- The lead person will amend the strategy where necessary to address any new factors and advise the appropriate persons to instigate the appropriate action.
- Annual report to the Governing Body

Links to other policies:

- Special Educational Needs
- Looked After Children
- Child Protection
- Health And Safety
- Single Equality Policy
- Ant-bullying Policy