

THE TELFORD PRIORY SCHOOL



Accessibility Plan

To be reviewed September 2023

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 students: a disabled student 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 students 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/carers and outside agencies, for the social, personal, emotional and academic progress of all the students, especially those who are vulnerable, at risk, marginalised, excluded or underachieving.
- strengthen the existing partnerships between school, student, parents/carers and agencies in order to work effectively to meet the needs of all learners.
- ensure that all staff, students 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 student during the admissions process. The school has access to all floors via a lift situated in the main reception area with 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 student with any disability or SEN will be joining the school in the following autumn term. In

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the case of students joining in Year 7, the feeder school(s) will be visited by the SENCO or Transition lead prior to the new academic year to discuss the student's particular needs. The member of staff, will speak with the parents/carers of the student about the student's needs prior to the start of the term and contact will continue with the parents/carers whilst the student 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 students 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/Learning Support Practitioners, 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 ground resources
- suitable seating position in classroom
- a scribe/reader (where necessary) in an exam situation
- extended time and /or supervised rest breaks in exams.

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

Increase the extent to which students 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 students 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/, Site Manager, SL's).
- ensuring that appropriate deployment of staff through SL requests and the timetable (Deputy Headteacher and SENCO).
- ensuring that there are appropriate curriculum options and a differentiated curriculum where required (Deputy Headteacher and SENCO).
- ensuring that there is continued training of teaching staff (Deputy Headteacher, SENCO/LSA).
- ensuring that there is appropriate information available within the Inclusion register (included on MIS system – SENCO/Deputy Head).
- ensuring appropriate deployment of Learning Support Assistants (SENCO). 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 students

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- consulting with experts on the best use of resources and funding (SENCO)

Provide the delivery of information to students with disabilities

The Telford Priory School aims to provide information to students and parents/carers 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 students to read easily. Enlarged printed material, worksheets, timetable, textbooks and school information will be provided if requested by the student, parents/carers and assessed separately by SENCO.
- Ensure that exam question papers are enlarged (if student is entitled) through SENCO/Examinations Officer.
- Endeavour to provide other methods of delivery of information for parents/carers if requested e.g. Braille (through support from the Sensory Impairment Service).

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/SLT/SL 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 students, 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
- Anti-bullying Policy