



## **Accessibility and Equality Plan**

### Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). PSCA recognises and welcomes its general responsibilities which are placed upon them;

- To not treat disabled pupils, parents or carers less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan and make reasonable adjustments to the school buildings.
- To promote positive attitudes towards disabled persons.
- To take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The Equality Act 2010 reinforces these duties.

This Accessibility Plan sets out the that Priory Community School plan to do to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled students can take advantage of education, benefits, facilities or services provided or offered by the school
- improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

In addition, the Disability Equality Duty (2006) requires all schools to:

- eliminate discrimination that is unlawful under the DDA
- eliminate harassment of those with a disability
- promote positive attitudes towards disabled persons;
- encourage participation by disabled individuals
- take steps to take account of disabilities even if this involves treating disabled persons more favourably.

The Children and Families Act 2014 and new SEND Code of Practice 2015 place further duties on schools so that, in addition to ensuring access to a broad and balanced curriculum for all, schools must raise the aspirations of children and young people with SEN and Disabilities through an increased focus on life outcomes, including employment and greater independence.

The production of a disability equality scheme and an accessibility plan will promote equality of opportunity for disabled people. PCSA recognises the crucial importance of involving disabled people fully in the development of our disability scheme.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the governing body.

PCSA's policy on equal opportunities and disability is to ensure that there is no race discrimination against any sub-group within its community, be it because of sex, religion, race, colour and disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without disability.

Recent adaptations to the school site:

- Disabled bathroom with automatic shower toilet and ceiling hoist based in SRB centre.
- Bespoke disabled toilet in student toilet area.
- Walk in shower and wet room.
- Purpose built Sir Richard Branson Centre with large teaching room and 3 small teaching rooms.
- Shaded sail area for under cover protection all year round.
- Newly designed restaurant serving area to allow easy access and good visibility.
- There are 8 members of staff now trained in manual handling as well as staff trained in a variety of medical conditions. This allows children with medical needs to access the curriculum.
- New science block, and refurbished LGU and English classrooms which are fully accessible.

**DES plan 2022-23****Action 1- to increase the extent to which disabled students can participate in the school curriculum.**

<b>Objective</b>	<b>Action to be taken</b>	<b>Lead person/s responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
To improve the teaching and learning experience for disabled students.	Ensure staff are fully aware of the needs of individual students and how these needs can be met. This is through use of Google Drive, learning forums and regular updates from SEND team.	SENCO	ongoing	Evidence of students making expected progress in lessons. No attendance concerns for most SEND students.
To improve personalised learning for disabled students.	Regular updating of Students Education Plans in place to show individual strategies.	SENCO	Termly	Observations showing SEPs and strategies being used in lessons.
To ensure early identification of disabilities.	Clear transition procedures. Extra primary visits if needed. Training for new staff to explain identification	SENCO	ongoing	Smooth and effective transition process, with success from Term 1 with new students.
To ensure the participation of disabled students in all aspects of school life including P6, with SRB to provide bespoke P6 activities for disabled students.	All students provided with period 6 timetable. Reasonable adjustments are made so that students can attend activities that they wish to.	SENCO / Assistant Principal for P6.	By Term 2	Disabled students accessing period 6 activities.
To review curriculum provision for disabled students so that can fully access a broad and balanced curriculum.	Individual timetables produced in conjunction with Health and Safety and Occupational Health.	SENCO	ongoing	Relates to individual targets for each student.

**DES plan 2022-2023**

**Action 2- to improve the physical environment of the school, thus increasing the extent to which disabled students and members of the public can take advantage of education and associated services.**

<b>Objective</b>	<b>Action to be taken</b>	<b>Lead person/s responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
To maintain the access and movement around the school for disabled users.	To ensure PSCA site is accessible at all times through ongoing audits. That new builds are fully accessible. PCSA is largely at ground level, however students need to be amended if they cannot access the first floor.	Site team	ongoing	Full access to all areas of PSCA site. Student timetables adapted so that classrooms can be accessed.
To ensure staff attend regular training for equipment, for example a hoist.	Manual handling top ups arranged when required. OTs in regularly contact with health care team to support and train staff as needed.	SENCO	Yearly	Staff certificated for manual handling.
To ensure school work alongside outside agencies and charitable organisations to improve and support new developments and equipment.	Ongoing meetings with outside agencies such as Physiotherapists, Doctors and Occupational Therapists.	SENCO	ongoing	Visible progression made where possible.

**DES plan 2022-23**

**Action 3- to ensure all students are able to access written information regardless of their disability.**

<b>Objective</b>	<b>Action to be taken</b>	<b>Lead person/s responsible</b>	<b>Timetable</b>	<b>Success criteria</b>
To establish a comprehensive means of recording and storing information to ensure full access to all disabled users.	To ensure there are solid procedures in place to allow students to access the curriculum using alternative methods to record information. Alternative formats include <ul style="list-style-type: none"><li>- Chromebooks</li><li>- Braille</li><li>- Large print</li><li>- Modified texts</li><li>- Simplified language</li><li>- Audio and video tape</li><li>- CD/DVD</li><li>- Sign language</li><li>- Symbol systems</li><li>- Dictaphones</li><li>- Ipads with specific apps</li><li>- Hearing devices</li><li>- Cream books / overlays</li></ul>	SENCO	ongoing	All students to be able to access all information.  Using Praising Stars data to ensure targets are being met.

**DES plan 2022-23**

**Action 4- to establish clear procedures for the recruitment, development and retention of disabled employees.**

<b>Objective</b>	<b>Action to be taken</b>	<b>Lead person/s responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
To ensure no discrimination will be made towards a disabled person/s when applying for a role at PCSA.	To ensure all persons applying for any role at PCSA are not discriminated against regardless of their disability.	HR	ongoing	No complaints to Local Authority
To continue to improve support for disabled employees.	<p>To complete full work place assessments for disabled employees including those who register disabled whilst in employment.</p> <p>To utilise access to work in order to provide appropriate levels of support for disabled employees and to make reasonable adjustments.</p>	HR  Appropriate outside agencies	ongoing	Employees are supported to do their jobs effectively.

**DES action plan 2022-23**

**Action 5- to complete impact assessments around the participation of disabled students, parents and carers.**

<b>objective</b>	<b>Action to be taken</b>	<b>Lead person/s responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
To extend the equality of opportunity for disabled members of the school community.	<p>To establish regular feedback regarding equality of opportunity for access to school events.</p> <p>Utilise feedback to inform a review of key policies and practices and their impact on the educational opportunities available to, achievements of disabled students.</p> <p>To identify outstanding actions required so that all the policies and practices work together to promote equality of opportunity for disabled people.</p>	SENCO	on an annual basis	Positive questionnaires/feedback response with actions evidenced where needed.

**Policy Review:**

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LA advice.

**The name of the designated person is: Lisa Smith**

**The Policy is to be reviewed every 2 years and the next review is due in September 2024**