

Accessibility Policy



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At Priorslee Academy, we believe every child and adult should feel welcome, respected, and supported—no matter their background, beliefs, or abilities. We want all of our school community to take part in school life and reach their full potential.

Statement of Intent for Accessibility

The school's accessibility plan outlines how Priorslee Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

- the curriculum
- physical environment
- information.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take
- better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents.
- The Headteacher and other relevant members of staff.
- Local Academy Committee and Trust Board.
- External stakeholders.

2. Legal framework

This policy takes into account all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

3. Definitions

According to the Equality Act 2010, "indirect discrimination" is defined as treating people unfairly through rules or practices that seem neutral but actually disadvantage people with certain protected characteristics where:

- The rule or practice applies to everyone, even people who do not have the protected characteristic.
- It causes problems or disadvantages for people who do have that characteristic.
- The school cannot prove that the rule or practice is necessary and fair for a good reason.

The "protected characteristics" are:

- Age
- Disability
- Race or ethnicity
- Religion or beliefs
- Sex (male or female)
- Gender identity
- Marriage or civil partnership
- Pregnancy or maternity
- Sexual orientation

This law also protects people who are:

- Thought to have one of these characteristics (even if they do not)
- Closely connected to someone who does (like a carer for a disabled family member)

A person is considered to have a disability if:

- They have a physical or mental condition which that makes everyday tasks challenging.
- The effect is serious and lasts a long time (a year or more).

This includes:

- Sensory issues such as seeing or hearing.
- Long-term health issues like asthma, diabetes, epilepsy, or cancer.

According to the Special Educational Needs and Disability (SEND) Code of Practice:

“Long-term” means the condition lasts at least a year.

“Substantial” means the impact is more than just a minor inconvenience.

Schools must make reasonable adjustments to support pupils with disabilities. This is required by the Equality Act 2010. The goal is to reduce any serious disadvantage a disabled pupil might face compared to other pupils.

These changes might include:

- Providing extra equipment or support (called *auxiliary aids*).
- Making changes to the school building or facilities.

What This Means for Your Child and Our Staff

We aim to:

- Offer a wide and exciting curriculum for all pupils
- Make sure every child can access learning that suits their needs
- Encourage children to aim high and do their best
- Give pupils experiences that help them see opportunities beyond their local area
- Support staff so they can work well in a positive and respectful environment

We do not tolerate bullying or harassment of any kind—this includes pupils who care for family members with disabilities.

Working Together for a Safe and Inclusive School

This policy works alongside other important school policies, including:

- Child Protection
- Special Educational Needs and Disabilities (SEND)
- Anti-Bullying
- Data Protection

Together, these policies help us create a safe, fair, and inclusive environment for everyone

4. Roles and responsibilities

The Academy

At Priorslee Academy, we are committed to making sure all children, including those with disabilities, can take part fully in school life. We will do our best, using the resources we have, to:

- Adapt the curriculum so it meets the needs of each child, helping disabled pupils join in and succeed.
- Improve the school environment so that disabled pupils can access classrooms, activities, and learning more easily.
- Use our resources wisely to put in place an effective accessibility plan. This plan helps make sure that disabled pupils, staff, parents, and visitors are not unfairly disadvantaged.

Local Academy Committee (LAC)

The Local Governing Committee is responsible for making sure our school is welcoming and easy to access for children, staff, parents, and visitors with disabilities.

To do this, they will:

- Follow our accessibility plan carefully, making sure it matches the values in our equality policy.
- Gain approval for both the policy and the plan before putting them into action.
- Regularly check and review how well the policy and plan are working, and make improvements when needed.

The Headteacher

The Headteacher will:

- Create an Accessibility Plan that helps improve access to learning and facilities. This plan is developed with the Local Academy Committee and follows legal guidelines and our school values.
- Ensure that staff know about pupils' disabilities or medical needs.
- Find out if new pupils have any disabilities or medical conditions so we can support them properly from the start.
- Seek expert advice if we face a difficult situation related to a pupil's disability.
- Work closely with others—including the Local Academy Committee, the Trust, the Local Authority, and outside agencies—to make sure our Accessibility Plan is effective and well implemented.

The SENCO

The SENCO will:

- Work closely with the Headteacher and Local Academy Committee to ensure that pupils with SEND are appropriately supported.
- Have oversight of the needs of pupils with SEND attending the Academy, and advise the Headteacher in relation to those needs, as appropriate

Staff members

Staff members will:

- Follow the school's equality policy and accessibility plan at all times.
- Support pupils with disabilities by making changes to how they teach or work, so every child can take part and learn.
- Make sure their actions are fair and do not treat any pupil unfairly because of a disability.
- Complete online training to understand equality and diversity, based on the Equality Act 2010.
- Be trained to support pupils with medical needs—for example, knowing how to help a child use an asthma inhaler safely.

5. Academy Accessibility Plan

Priorslee Academy's Accessibility Plan – What Parents Need to Know

Priorslee Academy has an accessibility plan that shows how we are working to make the school more accessible for pupils, staff, parents, and visitors. The plan includes actions the Academy will take within a set timeframe to improve access and support.

It works alongside other key policies, including:

- The Trust's Equality Policy
- The Academy's equality information and objectives
- The Special Educational Needs and Disabilities (SEND) Policy

Main Goals of the Accessibility Plan:

1. Help disabled pupils take part in lessons and learning as fully as possible.
2. Improve and maintain the school's buildings and facilities so disabled pupils can access everything they need.
3. Make written information easier to access for disabled pupils—especially materials already given to other pupils.

How the Plan Is Used:

- It helps us decide where changes or improvements are needed to support people with disabilities.
- It guides other school planning and decisions.
- Progress is reviewed every year and shared with the Local Governing Committee.
- Both the Accessibility Plan and this Equality Policy are available on the Priorslee Academy website for everyone to read.

6. Equal opportunities

Priorslee Academy is committed to making sure all pupils—current and future—have the same chances to succeed. The school promotes a culture of inclusion, support, and understanding.

The Accessibility Plan identifies any obstacles that might make more challenging for pupils with special educational needs and disabilities (SEND) to access opportunities. The goal is to remove these barriers so that every pupil has equal access to learning and activities.

Staff will:

- Be aware of pupils who may be at a disadvantage because of their SEND.
- Take steps to support those pupils effectively.
- Adapt lessons and the curriculum when needed so all pupils can reach their full potential.

The Academy will also make sure that all extra-curricular activities (e.g. clubs, trips, and events) are open to everyone, and will make reasonable changes so pupils with SEND can take part fully.

7. Admissions at Priorslee Academy

Priorslee Academy follows its admissions policy and applies the same entry rules to all pupils and potential pupils.

The school strives to make sure no pupil is at a disadvantage because of a disability or special educational needs (SEND). It will make reasonable changes before a pupil starts to help them settle in and succeed.

All pupils—including those with SEND—will have access to the same opportunities as everyone else in the school community.

To support planning, the school will try to gather information about new pupils in advance. Parents of pupils with an Education, Health and Care Plan (EHCP), or other

SEND needs, will be invited into school before their child starts. This meeting helps the school understand the pupil's needs and prepare the right support.

8. Curriculum Access at Priorslee Academy

Priorslee Academy is committed to creating a supportive environment where every pupil can access the full curriculum, no matter their educational, physical, sensory, social, emotional, or spiritual needs.

No pupil will be left out of any part of the curriculum because of a disability. The school offers a wide and balanced curriculum that is adapted so all pupils feel safe, included, and able to make progress.

Teachers and the SENCO (Special Educational Needs Coordinator) will:

- Work together to follow each pupil's Education, Health and Care (EHC) Plan.
- Adjust lessons and teaching methods to meet the pupil's needs.
- Seek advice from outside experts if changes to the plan are needed to help the pupil succeed.

If a pupil finds part of the curriculum difficult:

- The teacher will work with the pupil and their parents to make reasonable and practical adjustments.
- Physical activities like PE will be adapted, when needed, so all pupils can take part meaningfully.

The Academy will also provide specialist resources:

- Physical resources e.g. large-print books or
- Human resources e.g. support staff

to help pupils fully engage with their learning.

9. Physical environment at Priorslee Academy

Priorslee Academy is committed to making sure that everyone—pupils, staff, parents, and visitors—can access all areas of the school.

- There are no parts of the school that are off-limits to people with disabilities.
- The school regularly checks its buildings and facilities to make sure they meet the needs of everyone.
- It also tries to plan ahead for any future needs, so the environment stays accessible for all current and future pupils.

Details about how the school ensures full access for everyone—regardless of disability or other protected characteristics—are included in the Accessibility Plan.

Monitoring and Reviewing the Policy

This policy will be checked and updated on a regular basis and if new laws or official guidance about equality and disability are introduced.