

Accessibility Plan



September 2025

PRIORSLEE ACADEMY ACCESSIBILITY PLAN 2025-28

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Statement of Intent

This plan sets out how Priorslee Academy will enhance access to education for pupils with disabilities, in line with the requirements of the Equality Act 2010. It focuses on three key areas:

1. **Access to the curriculum**
2. **Access to the physical environment**
3. **Access to information**

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that significantly and persistently affects their ability to carry out everyday activities.

The aims of this plan are to:

- Increase opportunities for pupils with disabilities to participate fully in the curriculum.
- Improve the school's physical environment to better support pupils with disabilities in accessing education, facilities, and services.
- Enhance the availability of accessible information for pupils with disabilities.

These goals will be pursued within a reasonable timeframe and shaped by the specific needs of pupils and the views of both pupils and their parents. In developing and implementing this strategy, the Local Authority will consider the need for appropriate resource allocation.

The Local Academy Committee also acknowledges its responsibilities towards staff with disabilities and will:

- Monitor recruitment practices to ensure equal opportunities.
- Provide necessary support and adjustments to help employees with disabilities perform their roles effectively.
- Make reasonable adjustments to ensure staff can access and thrive in the workplace.

This plan will be developed, implemented, and reviewed in consultation with:

- Parents
- The Headteacher and relevant staff
- The Local Academy Committee
- External stakeholders.

Accessibility Plan 2025 - 2028

Priorslee Academy's Accessibility Plan outlines our commitment to promoting equality of opportunity for disabled pupils. It details our approach to improving access in the following areas:

- **Curriculum Access:** Ensuring disabled pupils can engage with the curriculum on equal terms with their peers.
- **Physical Environment:** Enhancing the school's facilities to support disabled pupils in accessing education and related services.
- **Accessible Information:** Improving how information is provided to disabled pupils in formats that meet their needs.

This plan has been informed by internal audits and data analysis relating to the Academy's provision and premises. It is a statutory requirement that the Accessibility Plan is properly resourced, implemented, and reviewed regularly—at least once a year.

The Local Academy Committee and Headteacher will oversee the annual review of this plan. Any updates will be communicated to staff and relevant stakeholders, and the latest version will be available on our website alongside the Accessibility Policy.

Planning Duty 1

Access to the curriculum

Objective/Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Increase access to the curriculum for pupils with a disability. • Teaching adapted by teachers for all pupils to be successful. • Resources are tailored to meet the needs of pupils who require support to access the curriculum. • Curriculum and lessons respond to pupil diversity. • Lessons, displays, resources and assemblies include examples of people with disabilities. • Ongoing staff training & training in specialist areas when necessary. • Support to improve provision from specialist services e.g. Educational Psychology, Learning Support, Speech & Language. • Progress is tracked for all pupils, including those with disabilities. • Support staff are allocated to classes and timetabled to meet the needs of children. • Access arrangements for assessments. • Targets are set effectively and are appropriate for pupils with additional needs. • Disability sports e.g. boccia featured in the curriculum. • Specialist resources purchased as necessary e.g. writing slopes, pencil grips, footrests etc. • ICT equipment including iPads • Support from Local Authority	Head teacher Senior leadership team SENCO Teachers Support staff P.E. lead Computing lead	• Incorporate quality-first teaching in all lessons. • Staff training in adaptive teaching. • Staff training in disability awareness where appropriate to reflect diverse needs of pupils within the school and anticipatory duties. • Use of resources to increase pupil participation. • Purchase technology as required for pupils with disabilities. • School staff to be trained to make best use of available technology.	Ongoing and as needed	• All children can access the curriculum. • All children make progress in line with whole school expectations.

Hearing Impairment (HI) and Visual Impairment (VI) Teams, as and when required. • All pupils encouraged to participate in music, drama & P.E. • After-school clubs and school trips are accessible for all pupils.				
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Planning Duty 2

Access to the physical environment

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Improve and maintain access to the physical environment. The environment is adapted to the needs of pupils as required. This includes: • Ramps (internal and external). • Wide corridors & doorways. • Electromagnetic doors. • Improvements to blinds. • Disabled parking bays. • Disabled toilets, showers and changing facilities. • Tables, shelves and pegs are wheelchair-accessible height. • Quiet rooms and spaces available. • Specialist resources purchased as necessary. • Health & safety audits.	Head teacher Senior leadership team SENCO	• Monitor accessibility and clarity of signs around school. • Monitor awareness of independent access. • Clear identification of room functions. • Plan classrooms in accordance with pupil need. • Organise resources within classrooms to reflect pupils' needs. • Incorporate accessibility into any proposed structural alternatives.	Ongoing	All areas of the school, internally and externally are accessible to all children.

Planning Duty 3

Access to information

Issue / Action	Lead Responsible	Identified Budget and any other resources	Target Date	Success Criteria
Improve the delivery of information to pupils/families with a disability or learning need. Our school uses a range of communication to ensure information is accessible as required. This includes: • School newsletter • Website with accessibility mode. • Use of Widgit symbol visuals in classrooms. • Information provided in simple language. • Staff training in Makaton. • Differentiated texts. • Using multi-media resources. • Scribing/transcription. • Coloured overlays. • Word banks. • iPads. • Text-to-speech software. • Font size and page layout adaptations. • Large print resources. • Easy-read texts. • Clear internal signage.	Head teacher Senior leadership team SENCO Teachers Support staff	• Use of resources to increase pupil participation. • Purchase technology and other resources as required for pupils with disabilities. • School staff to be trained to make best use of available technology. • Staff to make website updates. • Makaton staff training.	To be reviewed annually and ongoing	Information will be presented in a way that is accessible for all children and their parents.