

# ACCESSIBILITY POLICY & ACCESS PLAN

<b>Policy Owner</b> Estates Director	<b>Applies to</b> Prior Park School (Trust Wide)	<b>Superseded documents</b> NA
<b>Associated documents</b> Health & Safety Policy Data Protection Policy Equal Opportunity Policy Admissions Policy SEND Policy Safeguarding Policy	<b>Review frequency</b> Every two years (unless the legislation/regulations update before this time)  <b>Implementation date</b> 1 July 2021	<b>Legal Framework</b> Education Act 2002, National Minimum Standards for Boarding Independent School Standards Regulations Equality Act 2010

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## 1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

## 2. Summary of Key Facts

- This plan enables schools to ensure compliance with laws regarding opportunity for students/potential students.
- It will be reviewed every three years.
- Prior Park Schools will comply with statutory requirements and guidance.
- Individuals are responsible for their discriminatory actions.
- The school's responsibility extends beyond the life of the student at the school.
- The spirit of the law is to make/consider reasonable adjustments.
- The plan outlines Prior Park Schools' duties around accessibility and how to deal with claims.
- Each school's specific accessibility plan is given in the Appendix.

## 3. Background

The Equality Act (2010) replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equal Opportunity Policy).

The Act makes it unlawful for PPS and the school's governance committee, which is the responsible body of a school, to discriminate against, harass, or victimise a student or potential student in relation to

- Admissions;
- The way we provide education for students;
- The way we provide students access to any benefit, facility or service;
- By excluding any student or subjecting them to any other detriment.

The protected characteristics are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;

There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled students to the physical environment, the curriculum and written information.

The Equality Act (2010) applies to all independent schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005). Furthermore, as proprietors PPS are required to draw up equality objectives under the Specific Duties Regulations 2011, so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

Any person such as staff in schools who act on behalf of the proprietor, PPS and any governance committee, are responsible for their own discriminatory actions and the Proprietor (Prior Park Schools and the governance committee) is also liable unless it can prove that it has taken all reasonable steps to stop the staff member from doing the discriminatory action, or from doing anything of that kind.

The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but relates also to events afterwards such as the provision of references, or former student networks.

#### **4. Equalities Act**

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows

- the definition of disability is less restrictive;
- direct discrimination can no longer be defended as justified;
- failure to make a reasonable adjustment can no longer be defended as justified;
- are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

#### **5. Definition of Disability**

- The Act defines disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.
- Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.
- Long term is defined as lasting, or likely to last, for at least twelve months.

#### **6. Reasonable Adjustments**

- We aim to ensure that nothing we do as a school places a disabled student at a disadvantage compared to other students. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.
- When it is reasonable to do so, we provide auxiliary aids or services for a disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.
- Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software
- Our SEND policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.

- We consider that effective and practicable adjustments for disabled students will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.
- It is our aim to ensure that disabled students play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be reasonable. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled student could participate viably, but we would not cancel the trip because to do so would be detrimental to other students.

## **7. Our Vision**

- Our vision is to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised, high expectations are fulfilled, and personal achievements celebrated. For example, we believe that every child has the right to be happy, healthy, safe and successful, loved, valued and respected, and to have high aspirations for their future.
- Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

## **8. Our duty around Accessibility for Disabled Students**

Our accessibility plan focuses on the following areas for implementation

- increasing the extent to which disabled students can participate in the curriculum.
- improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students.

Our plan also includes the resource implications of implementing the Plan.

Our approach includes access, audit and review (See Appendix B) (i.e. the nature of the schools' population, context, future student numbers, staff training needs, impact of anti-bullying strategies, timetabling, trips, medicines, clubs, outcomes for SEND in external exams, views of parents, students, voluntary sector, symbols, signage, font size etc.) and the process covers:

- identify actions;
- set goals and targets;
- consult on the proposed plan;
- publicize the plan;
- implementation; and
- evaluate the effectiveness of the plan.

Our accessibility plan for all schools is outlined on the attached proforma at Appendix 1.

## **9. Discrimination Claims**

- Claims for discrimination on the grounds of disability against our school must be heard by the First Tier Tribunal (SENDIST) in England.

- Such claims of discrimination or harassment which would be brought by a parent of a student against our school, would be brought to the Tribunal by the parent. This must be brought within six months of the act to which the claim relates. Any remedy will not include compensation.

#### **10. Monitoring & Evaluation**

- The named person in all Prior Park School's, who is responsible for this plan, is the Director of Operations and Finance.
- The Head (at each site) is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all.
- It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.
- Our Accessibility Plan and any updates will be shared with our Prior Park Schools Estates and Facilities colleague by the Estates Director.
- Progress reports are provided termly to our Board of Trustee's by the Director of Operations and Finance and thereafter reported to our Senior Leadership Team.
- Any failure to meet target deadlines are reported to the Board of Trustee's by the Director of Operations and Finance and thereafter reported to our Senior Leadership Team.

#### **Related Policies, Guidelines, Templates and Forms**

- Health & Safety Policy
- Data Protection Policy
- Equal Opportunity Policy
- Admissions Policy
- SEND Policy
- Safeguarding Policy

## APPENDIX A - Access Summary Prior Park Schools

Each of the three schools in the Trust have specific challenges relating to accessibility (not uncommon with many other schools):

### Prior Park College

- A steeply sloping site, with numerous steps and stairs within buildings and few passenger lifts.
- A significant proportion of grade listed, historic buildings.
- A traditional design of fixed classrooms for each subject, requiring students to go from classroom to classroom for each lesson.
- Boarding facilities within historic buildings, set out over multiple levels with access by staircase only.

### The Paragon

- A steeply sloping site with areas of woodland and glade.
- Traditional, grade listed, historic buildings, which have been adapted/converted for school use.
- Defined year group teaching classrooms on multiple levels with no passenger lift, making access more difficult.

### Prior Park School Gibraltar

- A steeply, terraced site, set high into the rock of Gibraltar, close the boundary of the National Park.
- An existing school building over 4 levels, adjoining the historic Sacred Heart Church.
- Generally, fixed classrooms for each subject, requiring students to go from classroom to classroom for each lesson.
- Dining hall, social and recreational space at different levels to the main school buildings with no passenger lift access.
- Limited parking and drop-off facilities.

## General Conclusion

It is not hard to conclude that any student or member of staff with impaired mobility is going to be put at a disadvantage by the constraints at all three school sites, if not prohibited altogether from access to some or all of the educational and other facilities the schools offer. However, nor can these matters be remedied in any substantial way by reasonable adjustments, short of making major alterations to physical features of each school at significant (perhaps prohibitive) cost.

Whilst consideration is taken, in all building refurbishments and new buildings, of the potential needs of disabled users, budgetary considerations must also be taken into account.

PPS has taken steps to assess the condition and space requirements for each of its schools and capital investment programmes have been produced to improve the schools, although these plans only go some way to ameliorate the accessibility position.

There are some accessibility considerations that can potentially be mitigated through the use of a 'buddy' systems with a more able bodied student, the suitability for which can be assessed at the time by reference to individual circumstances.

The Senior Leadership Teams in each School routinely review relevant policies, procedures and the overall suitability of their facilities, in relation to the likely affect students and prospective students who may have a disability. To assist them in this process insight and recommendation

feedback is provided from anyone with a disability, especially wheelchair users who have visited one of the Schools, to help shape their plans.

The School's Estates Department also reviews the accessibility requirements for each school when undertaking minor improvement works and accessibility issues are considered when planning all new major capital building projects.

### **Admissions**

The School's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) includes a question on the registration form (to be treated as confidential if the applicant or parents require) giving each school details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make. Where such a disability is identified, a further discussion is held with the parents in person and a review or meeting held with the Head and/or Head of Learning Support if applicable. All situations are considered individually.

Adjustments which can be, and have been, made available to prospective students for entrance exams include the use of laptop computers, additional examination time and the provision of a 'reader'. The location of entrance tests at each site are routinely on the ground floor, which generally have level access or a ramp to the main reception.

Additionally, information can be provided to parents and students in an enlarged format on request or electronically. Meetings can also be arranged where information can be read out for those needing to lip read.

### **Boarding facilities at Prior Park College (Only)**

The School's Senior Leadership Team at Prior Park College has considered accessibility to boarding accommodation and noted the following issues:

- Many of the bedrooms are situated on the first floor or above in both the Girl's and Boy's boarding houses. However, there are some accessible, ground floor rooms available in the Girls Boarding House, St Mary's, but these are not located within the defined year group arrangements throughout the rest of the house
- There are no boarding rooms with DDA compliant en-suite bathrooms, but there are adapted, disabled toilets in both boarding houses on the ground floors.
- There are no passenger lifts in either boarding house and access is by staircase only.

### **Health and Wellbeing Centre at Prior Park College (Only)**

Due to its size, only Prior Park College has a dedicated Health Centre, which is staffed by qualified nurses during the normal school day in Term Time only. There are also weekly visits by a visiting GP and Counsellor/Life-coach.

Disabled access to the Health & Wellbeing Centre is possible, but via a sloping path and an area of level tarmac from St Peter's, which is some distance away from the facility and would require a buddy system to operate safely.

For all other schools in the Trust, first aid rooms are provided, and these are staffed by trained first aiders during the normal school day.



### **Education - Classroom Access**

Each School has considered the problems of physical access caused by the traditional, fixed classroom system identified above and would potentially be able to overcome this through adjustments to the timetable for all core subjects (noting that unique rooms such as the library cannot be changed in the medium term).

### **Non-Mobility Related Disabilities**

Disabilities that do not relate to issues of impaired mobility have also been considered across all schools, including the following

#### **I. Dyslexia and other learning difficulties**

Each School provides an established Learning Support Provision with specialist teachers who are able to support students with dyslexia and other related specific learning difficulties. Curriculum changes can also be made to facilitate students with additional educational needs, enabling them to drop certain subjects in favour of additional Study Support / Learning Support.

However, each school's curriculum is an academic one, particularly in the sixth form where A Levels are studied. The School recognises that students with severe learning support needs may have significant difficulty accessing the curriculum and so a detailed review is undertaken for each student before admission including input from educational psychologists. This is to ensure that any student attending one of the Trust's Schools will be able to access the curriculum and to progress well through their entire academic journey. Comprehensive staff training is provided to all teachers periodically at staff induction / inset days.

#### **II. Hearing impaired:**

A student with impaired hearing would be able to attend any one of the schools and would be able to wear hearing aids. The School would adapt teaching practices to cater for his/her needs in the classroom. A safety protocol would also need to be drawn up to assist his/her evacuation in the event of a fire as he may not have heard the siren.

Consideration could be given to a 'standalone' hearing loop could be installed in individual classrooms if needed. There already exists a hearing loop in the Chapel at Prior park College and consideration could be given to installing hearing loops to other key buildings in each school, where reasonably practicable.

#### **III. Sight impaired:**

The issues surrounding Braille teaching resources and notices, including fire and other safety notices have been considered as have been the safety issues of a student with significant sight impairment in science laboratories on the site. The cost of making the necessary physical and staffing changes which would be required were deemed cost-prohibitive in the foreseeable future. However, teaching resources can be prepared in large font size and enlarged computer screens provided where needed. A buddy system should be contemplated as the need arises.

### **Timetabling**

Where a student is unable to cope with the length of the School day, reasonable adjustments can be made to enable him or her to leave early or arrive later in the morning. This will not affect his or her ability to access all his subjects. He/she will also be able to board on certain nights and go home on other nights if this is deemed appropriate.

### **Groupings of students**

In most subjects, students are taught in mixed ability groups and the emphasis is on inclusion.

## **Prep**

Prep in junior years is supervised and currently takes place in the within the school “house” structure. With the phased roll-out of Personal learning Devices (PLD’s) for each student, consideration is being given to centralised prep where the access to computers is no longer a fixed requirement. Reasonable adjustments can also be made to the length of time spent doing prep in any given session in order to accommodate a student’s special needs. Homework in senior years takes place in either their House or a classroom setting or (for Boarders at PPC) in a student’s own study bedroom.

## **School discipline and sanctions**

Disciplinary sanctions such as detentions have the flexibility to be carried out in rooms or spaces which are accessible are accessible to all. Reasonable adjustments can be made to the nature of the sanctions depending on the disability of the student.

## **Examinations**

Student’s benefit from the same access arrangements during internal and external examinations, provided that the relevant medical or psychological evidence is supplied. In addition, and to ensure that the provision is appropriate, all students are screened for learning disabilities at both the 11+ and 13+ entrance point.

## **Preparation for Higher Education**

At the request and consent of the student (parents), each school can liaise with HE Institutions and provide details about any specific provision and access arrangements currently provided, thereby ensuring continuity of provision.

## **Recreation and Performing Arts**

All schools provide recreational space for students, although accessibility is not uniform on each site:

- **PPC** - The majority of the recreation spaces are accessible either directly or using a buddy system, such as the Astro, Monument Field, Cricket pitches and Tennis courts. The Theatre and performing arts facilities are accessible with provision for access by wheelchair, albeit with buddy assistance from the top drive, due to the steepness of the pathways/ramps. PPC has a modern, two storey sports centre that is DDA compliant, including access to a first-floor fitness suite and classroom 25 using a passenger lift. Changing facilities for both boys and girls are available on the ground floor in the Sports Centre.
- **TPS** - The students from the Paragon share many of the facilities at the main college site and are regularly transported between the schools using Prior Park School’s minibuses. The vehicles will be subject to the requirements of the PSVAR regulations for normal operation and where necessary, reasonable adjustments will be made to make the transport accessible between school’s in Bath, for those with a disability.
- **PPSG** - Recreational spaces are currently difficult to access for those students with impaired mobility, although there are some open courtyard areas on ground level that can be accessed by students. Sporting and Performing Arts activities are carried out off-site at other appropriate venues in Gibraltar (Europa Point/GAMPA). The school’s leadership team will make an assessment of the arrangements for any student with a disability to safely access these facilities.

### **Swimming Pool (PPC Only)**

PPC also has a swimming pool, which is used by both Bath based schools. The facility is accessible, but the paths and gradients around the estate leading to the pool is not safe without help or assistance. Improved access could be considered to the pool from the Mansion side.

### **Sporting Education and Activities**

The curriculum at all schools includes a high emphasis on sports. Safety considerations and an appropriate risk Assessment would need to be taken into account when deciding whether it was compatible with the safety of the individual and group to allow a student with mobility disabilities or impaired sight to participate. However, the Sport's Departments are committed to making sport fully inclusive for all students and wherever possible, reasonable adjustments would be made to ensure everyone can take part in sport safely.

### **Trips and visits**

All students are encouraged to take part in educational visits and trips abroad. Where necessary, learning support assistants or parents may accompany a trip to support students with particular difficulties. Reasonable adjustments to the trip are made where necessary. These are written into the risk assessment. For example, parents may be asked to collect their children early if the trip is deemed to be too long for certain students.

### **Welfare**

PPS have a strong Christian ethos that places great importance on teaching students to treat each other with respect in harmony with the 'Every Child Matters' agenda for student welfare. It actively encourages students to support and volunteer to work with children with disabilities and with the elderly, through various community based initiatives.

With this background, whilst issues such as bullying and non-integration can never be ruled out, students take seriously their responsibility to treat one another kindly. House Masters/Mistresses and pastoral care staff pay special attention to the integration of students with any kind of disability and any mistreatment is dealt with, in line with the 'School's Behaviour Policy'.

### **Eating**

The School will ensure that appropriate measures are put in place for any student who requires assistance to eat.

### **Staff and Recruitment**

The School' staff recruitment application forms, policy and procedures includes questions (to be treated as confidential if the applicant requires) giving each school details of the nature and effect of any disability, to enable it to consider any adjustments it might need to make. Where such a disability is identified, the HR team will hold a discussion/review meeting with the manager of the relevant department to consider what support can be provided. All situations are considered individually.

Adjustments which can be, and have been, made available to prospective students for entrance exams include the use of laptop computers, additional examination time and the provision of a 'reader'. The location of entrance tests at each site are routinely on the ground floor, which generally have level access or a ramp to the main reception.

Additionally, information can be provided to parents and students in an enlarged format on request or electronically. Meetings can also be arranged where information can be read out for those needing to lip read.

## APPENDIX B Access Plans

This has been produced after reviewing our existing plans (in particular upcoming refurbishments and the schools SEND policy), looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. We monitor the implementation of the Plan and keep this under review to the access needs of the school.

### Prior Park Schools Accessibility Plan 2021 - 2024

	Priority 1 [P1] (Within 12 Months)
	Priority 2 [P2] (Within 1-2 Years)
	Priority 3 [P3] (within 3 Years)
	Compliant [C]

### 1. Physical Accessibility Plan

School	Area / Building	Comments	Possible works	Priority
PPC	Main entrance	Wheelchair access through right hand pedestrian gate only	Pedestrian crossing or traffic control outside of the front gates	2
PPC	St Paul's Ground floor	No access to any levels above ground floor, only Disabled toilet on the ground floor,	Investigate the options to install a lift	2
PPC	St Paul's First floor		alter showers and toilets to allow disabled access and use.	2
PPC	Chapel	Good access with hearing aid support, level access from south side. No egress through north doors. Wheel chair users are to be kept to the south side of chapel for ease of egress.	Investigate the provision of DDA compliant ramps, handrails and access from the road to the rear north door, together with the provision of disabled toilet facilities.	1
PPC	Mansion Generally	Difficult access arrangements throughout the Mansion for any person with impaired mobility, with stair and spiral stair access only between floors.	Investigate the feasibility and viability of installing a combine goods/person lift to all floors, particularly between the lower basement and the entrance floor (possibly within the Development office accessed from JWC corridor). Make suitable alternative provision for	2

			students with disability if a lift is not possible/feasible.	
PPC	Mansion Basement	Good level access through the basement doors, disabled toilet facilities on this floor, no easy access from this floor to other floors		
PPC	Mansion Ground floor	Wheel chair access available, Disabled toilet		
PPC	Mansion 1st floor	No Disabled access, no disabled toilet	Lift, and find space for disabled toilet (difficult to find this space)	2
PPC	Mansion Mezz levels	No lift, no disabled toilet facilities.	Lift, toilet could be fitted in finance controllers storage cupboard	2
PPC	Mansion top floor	Lift required and no disabled toilet	The lift could come into the music office, with conversion of one of the girls toilets to a disabled toilet. Alternative provision for music elsewhere on the campus possible.	3
PPC	Wellness centre	No disabled toilet or level access	Consider converting the treatment room to toilets incorporating Disabled toilet and install ramp into the Wellness centre from the Maths corridor entrance. Disabled toilet available in the mansion basement close by and level access.	3
PPC	St Peters 1st & 2nd Floors	No toilets or access	Investigate the installation of an internal lift as part of any space planning redevelopment/expansion scheme. Make suitable alternative provision for students with disability if a lift is not possible.	2
PPC	St Peter's Top floor offices	No Disabled toilet and no access	Offices unsuitable for staff with impaired mobility due to spiral stair access. Make suitable alternative provision for staff if necessary.	3
PPC	Swimming pool	Good level access, Disabled shower and toilet, no pool hoist	Look into the installation of a poolside hoist	1

PPC	Arundel	No Level access, no disabled toilet, no lift to the 1st floor	Consider alterations in relation to wider space utilisation and change. Possible installation of a ramp to the main entrance, convert the ground floor toilet to disabled toilet	3
PPC	St Mary's/Priory Gnd Floor	No Level access, 2 level changes on the ground floor, no disabled facilities no lift to upper floors, we have ground floor bedrooms, shower room and kitchenette	Install ramp to Assembly room doors, look at installing a ramped floor outside of hsm office to allow access through the ground floor	2
PPC	St Mary's/Priory 1st & 2nd floors	No Lift, no disabled shower / toilet facilities no access to Junior boarding,	Consider feasibility and viability of installing lift access to St Mary's /Priory and feasibility of providing DDA compliant toilet. Make suitable alternative provision for students with disability if a lift is not possible.	2
PPC	Allsaints	Good level access, no disabled toilets, access required for the Toilet area and kitchenette	Install wheel chair lift to toilet level	3
	Pavilion	Level access and a disabled toilet		
PPC	BSR	Level access via side door ramp but no disabled toilet facilities	Adapt existing toilets on the ground floor DDA compliance.	1
PPC	Sports centre	Fully compliant but a long travel distance to get there due to the amount of steps to avoid, Lift installed - Disabled parking available outside and level access provided.		
PPC	Theatre	Good compliance generally with path access to the front door, Disabled toilet and a level area at the top for wheel chair users to safely watch the show.	Consider improvement to the access path from top drive to front door, which currently requires assisted access due to gradients.	2
PPC	Theatre 1st floor	No access, lift required, no disabled toilet	investigate cost of installing a lift	3
PPC	Dance studio	disabled toilet no access to green room or dance studio, this area will possibly be a no access area due to the ground and building level changes	Include in lift feasibility to whole Theatre Building	3

PPC	Theatre 2nd floor	No lift, access to modern Lang corridor has steps	Install wheel chair lift to steps	3
PPC	Classroom block -MFL corridor	Access poor due to steps, no lift from lower floors	Investigate a combined lift to all floors.	3
PPC	Science block ground floor	Poor access due to steps, no access to upper floors	install ramp to main entrance investigate options to install a lift on the external wall of the science block staircase	2
PPC	Science block Mezzanine floor	No access due to stairs look at external lift this would give access to modern languages	Investigate installation of lift on external wall of the staircase	2
PPC	Science Block 1st & 2nd Floors	No access due to stairs look at external lift	Investigate installation of lift on external wall of the staircase	2
PPC	Baines	Poor access due to steps	Investigate and consider feasibility of step lift by BSR / Electricity substation for Baines or alternative access path around perimeter.	2
PPC	Main drive to school block	Poor access due to steps	Look into step lift by zebra crossing or alternative access provision	2
PPC	Access from main drive to wellness centre	Long route to reach Wellness centre - requires assistance.	Mansion lift to lower ground level would resolve.	2
TPS	Lyncombe House Gnd floor	Level access, no disabled toilet	Investigate possibility of providing accessible toilet facilities.	2
TPS	Lyncombe House lower Gnd	Access to toilets, floor change levels	Consider some alterations to levels to improve access to some areas. Alternative provision may need to be considered.	3
TPS	Lyncombe House Basement	Level access from outside, disabled toilets, not easy to navigate the rest of the building without going outside if wheelchair user.		
TPS	Lyncombe House upper floors	Access to upper levels restricted - stairs only. Possible lift access subject to design and listed building consent requirements	Consider feasibility and viability of installing lift access to Lyncombe House. Restricted on space for a lift and a listed building. Make suitable alternative provision for students with disability if a lift is not possible.	2
TPS	Music lodge	Ramped access from carpark - no disabled toilet	Investigate feasibility of adapting existing toilet to make accessible	

TPS	Brand Ground floor	Some thresholds not level, steps to some doors, no disabled toilets	Consider providing level thresholds and possible ramped access where steps. Consider provision of accessible toilet.	1
TPS	Brand 1st floor	not accessible, no disabled toilet	Alternative provision on ground floor more feasible.	
TPS	Frew Ground floor	Some thresholds not level, steps to some doors, no disabled toilets	Consider providing level thresholds and possibly ramps, but this may impinge on the available playground / courtyard space. Consider provision of accessible toilet.	1
TPS	Frew 1st floor	non accessible, no disabled toilet	Alternative provision on ground floor more feasible.	
TPS	Outside	most areas are accessible due to ramps, all external steps have coloured nosing's for people with sight impairment. Access from LH to dining hall and playground	Consider additional handrailing and safe routes from the front of Lyncombe House to the dining hall and playground	
TPS	Woodland Areas Generally	Access to the woodland and outdoor learning facilities	Ensure defined, safe pathways are provided and consider investment in an all terrain wheel chair or other mobility aids by the school for use by students with restricted mobility	2
TPS	Play Areas	Access to some play equipment may be limited	Where possible alter existing play equipment or consider investing in some new equipment that enables full participation for disabled students.	2
PPSG	Main School Block	Access to upper levels restricted - stairs only. Possible lift access subject to design and listed building consent requirements	Consider feasibility and viability of installing lift access from Ground to second floor. Make suitable alternative provision for students with disability if a lift is not possible.	2
PPSG	Dining Hall	Access to dining hall from main school building	Investigate the feasibility and viability of installing either lift access from courtyard level to the dining hall as part of a strategic space planning exercise. Make suitable alternative provision for students with disability if a lift is not possible/feasible.	2



PPSG	Lower Play Area/Quad	Access to lower Quad	Investigate the feasibility and viability of installing either a stair or wheelchair platform lift to provide lift access from courtyard down to the lower quad. Make suitable alternative provision for students with disability if a lift is not possible/feasible.	3
PPSG	Upper terraces and Ball Court	No disabled access to the upper terraces and ball court	Investigate the feasibility and viability of installing lift access from the main school building to the intermediate terrace and upper ball court. Make suitable alternative provision for students with disability if a lift is not possible.	3

**\*PPC ONLY: 2. Curriculum Access Plan; Ensuring access to the Curriculum for all disabled students.**

Key area of support and category	Targets	Strategies	Outcome	Lead
To ensure that all students with a disability and special educational needs can access our curriculum	<ul style="list-style-type: none"> <li>To ensure that all staff have access to current knowledge and expertise with regards to a wide range of SEN and disabilities: Hearing Impaired, Visually Impaired and Physically Impaired (HI, VI, PI) [Continuum]</li> <li>To ensure that all students with SEN and disabilities have up to date Student Support Plans to support all aspects of students learning. [P1]</li> <li>To develop teaching strategies and resources which support disabled students [P1]</li> <li>To embed the provision of ICT as students with disability as their normal way of working in line with our Mobile Device Policy.[C]</li> <li>To increase our provision of ICT software to further support our disabled</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing and consistent whole school and targeted CPD sessions</li> <li>Specialist CPD for our LS teams to allow them to further support students and staff alike e.g. Social Stories, SALT, including Emotion Coaching, ELSA.</li> <li>The school to work collaboratively with external agencies and schools within our foundation to find common solutions to shared difficulties through termly SENCO meetings,</li> <li>The schools to work collaboratively with external support agencies to create a holistic plan to support our students with SEN and disabilities (e.g., Sensory Support Service, Autism Service, OT, SALT)</li> <li>To allow other professionals and specialist assessors to observe pupils in situ and offer advice and training for staff (e.g., OT, SALT)</li> <li>Where relevant, to work with external specialist assessors and professionals to ensure that we support students in line with their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff understand a wide range of disabilities</li> <li>Staff to be able to plan 'Quality Teacher First' based lessons to support the needs of all.</li> <li>Staff aware of internal support mechanisms for our students. Specialist LS staff aware of a range of external support for dealing with shared issues and difficulties.</li> <li>Increased use of ICT as students' normal way of working; in line with their EAA.</li> <li>All staff aware of students SSP's, and to incorporate an awareness of their needs as well as specific teaching strategies into their Quality Teaching First planning strategy.</li> <li>TA to support learning in the classroom by supporting students to make progress across a range of departments.</li> <li>Exam access arrangements in place as needed and updated/adapted as needs and guidelines change.</li> </ul>	Mrs Jill Bendry - SENDCO Mrs Isobel Burton - Assistant Head, Pupil Intervention. Mr Chris Gamble - Deputy Head, Academic

	<p>students to access our curriculum and their exam access arrangements (EAA) (e.g., ClaroRead, TTRS) [C]</p> <ul style="list-style-type: none"> <li>• To ensure that staff can support in identifying and referring students with potential needs [C]</li> <li>• To ensure that all students requiring additional help in public and internal exams have appropriate access arrangements using JCQ 2022 - 23 guidelines. [C]</li> <li>• To ensure students with SEN and disabilities are taught the prerequisite skills for learning by specialist teachers.[Continuum]</li> <li>• To create a holistic LS team to support SEN and disabled to deliver speech and language sessions, Emotion Coaches and ELSA. [P2]</li> <li>• To help students to identify and articulate their own perspective of the challenges that they face [C]</li> </ul>	<ul style="list-style-type: none"> <li>• To build collaborative relationships with students and families to review their provision and supporting student's needs.</li> <li>• To provide a robust specialist LDP curriculum to students with SEN/Disabilities, to include: Memory (Visual and Auditory), Handwriting, Visual Perception, Organisational.</li> <li>• To work closely with our counsellor, to provide opportunities for our students to talk about their challenges.</li> <li>• To work closely with our pastoral team to support the whole child</li> <li>• To provide a safe learning space, where students successes are celebrated and support to overcome fear of failure is felt.</li> </ul>		
Ensuring inclusive transition	<ul style="list-style-type: none"> <li>• To ensure a positive and successful transition for all children to Prior Park</li> </ul>	<ul style="list-style-type: none"> <li>• To liaise with previous school/education providers to review potential future students.</li> </ul>	<ul style="list-style-type: none"> <li>• All new students with SEN and disabilities to hold an informed SSP, created in collaboration</li> </ul>	Mrs Jill Bendry - SENDCO

	School's [P1]	<ul style="list-style-type: none"> <li>To liaise with all stakeholders and ensure transparency of information to ensure that we understand needs, prior to joining Prior Park</li> <li>Initiate transition arrangements for pupils joining Prior Park, over and above the designated transition days for the whole year groups.</li> <li>To ensure that we understand student's educational needs, in relation to curriculum and that adjustments are made, where necessary.</li> <li>To identify students who require specialist LS teaching from the start of their time with us.</li> <li>To consider reasonable adjustments to student's timetables, to allow them the opportunity for additional learning and study support.</li> </ul>	with families and their previous setting as well as specialist assessments and diagnoses.	Mrs Vicki Quinn - Registrar
Ensuring that students with visual, physical and hearing impairments can access our curriculum.	<ul style="list-style-type: none"> <li>To ensure that VI/HI/PI students have full access to the curriculum as their needs change over time. [Continuum]</li> <li>To provide on-going and personalised training for staff to enable them to support students with VI/PI/HI [Continuum]</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with specialist professionals regarding developing needs and changes, including SEN lead professionals, e.g. Sensory Support Services.</li> <li>Specialist staff training provided by VI/PI/HI services.</li> <li>Appropriate levels of support for students</li> <li>Ensure collaboration with all key personnel - with the child, parents, staff and other</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to access the curriculum effectively and make progress in line with expectations.</li> <li>Students to confidently use their PLD and navigate Teams and OneNote as well as other subject specific resources to enable curriculum access.</li> <li>Students are fully included in co-curricular programme, assemblies and trips.</li> </ul>	Mrs Jill Bendry - SENDCO

		agencies.	<ul style="list-style-type: none"> <li>• Staff are able to support with very specific needs, e.g. use of specialist equipment/support as directed by professionals e.g. Roger Touchscreen</li> <li>• Staff are supported to access additional training as needed with regards to a range of very specific learning needs.</li> </ul>	
Improving the availability of accessible information to disabled pupils, parents and carers	<p>To ensure that:</p> <ul style="list-style-type: none"> <li>• Students, parents and carers have easy access to information. [P2]</li> <li>• To ensure that the school has up to date information about students and that this is disseminated to all staff; including teaching, boarding, pastoral and welfare teams. [C]</li> <li>• To ensure that staff are confident and have up to date knowledge with regards to a wide range of SEN and disabilities. [Continuum]</li> <li>• Key staff to liaise with appropriate external agencies to ensure that up to date information is shared as needed. [C]</li> <li>• Information is available for parents who are considering Prior Park College as a future school placement. [P1]</li> </ul>	<ul style="list-style-type: none"> <li>• SEN information is outlined on our website.</li> <li>• Signposting on our website to our key policies.</li> <li>• SENDCO is the key point of contact for students with an EHCP, parents and the local authority</li> <li>• Key information shared with parents via email and phone calls.</li> <li>• Regular liaison with Registrar and our Admissions team.</li> </ul>	<ul style="list-style-type: none"> <li>• Information accessible on website by parents/carers/students.</li> <li>• Information signposted by a variety of different routes: email, iSams, SOCS, phone calls etc...</li> <li>• Parents feel well informed about provision and progress.</li> <li>• Staff aware of a variety of support mechanisms within the school and can sign post parents/carers/students as needed.</li> </ul>	Mrs Jill Bendry - SENDCO

<p>Improving access to the curriculum for vulnerable students</p>	<ul style="list-style-type: none"> <li>To ensure that all students are fully included in the school community. [C]</li> <li>To improve academic outcomes for vulnerable students [Continuum]</li> <li>For staff to have a better understanding/awareness of mental health issues affecting our students to allow for speedy intervention. [P1]</li> <li>For staff to be aware of emerging needs and how best to support students [P1]</li> </ul>	<ul style="list-style-type: none"> <li>Staff training, to share a range of strategies to engage vulnerable students in class.</li> <li>Staff training: Emotion Coaching, ADHD/ASD in girls etc...</li> <li>A wide range of support available for vulnerable students: School Counsellor, Pastoral Support, 6<sup>th</sup> form Mentors, Learning Support, Emotion Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable students to feel fully included in our school community.</li> <li>Vulnerable students to make progress in line with expectations.</li> <li>For all staff to be aware of the vulnerable students and are able to provide support, so that issues are understood quickly, and swift intervention minimises risks to students.</li> <li>Staff aware of potential mental health issues and planning intervention as necessary.</li> </ul>	<p>SLT Mrs Jill Bendry - SENDCO Miss K Alldis Lead Nurse, and HSM's</p>
<p>Ensuring student with ongoing health needs, linked to their SEN/disability can access our curriculum</p>	<ul style="list-style-type: none"> <li>To establish close liaison with both internal and external agencies for pupils with ongoing health needs. [P1]</li> </ul>	<ul style="list-style-type: none"> <li>Ensure collaboration with all key personnel - with the child, parents, staff and other agencies.</li> <li>To allow other professionals and specialists to observe pupils</li> <li>Update staff training for specific conditions when required.</li> <li>To work collaboratively with the Health and Wellbeing team.</li> <li>To ensure that accurate medical records and care plans are up to date on iSams.</li> </ul>	<p>Collaborative approach to students' health needs - succinct information sharing between key stakeholders - students, health team, LDP, Pastoral teams.</p> <p>Each student with a medical condition has an SSP in place to support their needs.</p> <p>Pupils with health needs will have good attendance as a result of their health needs being well supported in school.</p>	<p>SLT Mrs Jill Bendry - SENDCO Miss K Alldis, Lead Nurse and HSM's</p>

**\*PPC ONLY: 3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

Key area of support and category	Targets	Strategies	Outcome	Lead
To continue to ensure pupils have full access to an extended range of resources and strategies to support and enhance learning across the curriculum	<ul style="list-style-type: none"> <li>To ensure that all students with an SEN/Disability has access to a PLD as their normal way of working. [C]</li> <li>Where appropriate for all students to access adaptive technology within our school systems, e.g. dictation, e-readers, reading pens, read function in words. [Continuum]</li> <li>Support students to assess their normal way of working [Continuum]</li> <li>To work within JCQ guidelines to ensure that students are supported to utilise their exam access arrangements as their normal way of working (e.g. allocating extra time for tasks) [C]</li> <li>To update visual digital technology in the classroom [P1]</li> <li>To provide improved accessibility for students</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of reasonable adjustments within school such as the formatting of OneNote documents, the use of printed hand-outs, where students find working from OneNote difficult, or to reduce the need for pupils with poor visual memories to copy from the board.</li> <li>Specialist teachers to work with students to trial different ways of working, to find what works best for them.</li> <li>Carefully consider how specific ICT programmes (e.g. Dr Frost) further support children with specific disabilities better access the curriculum.</li> <li>Seek advice from specialist professionals (e.g Occupational Therapy, SLT, Hearing Support, Specialist Teachers) regarding equipment, staff training and learning strategies.</li> <li>Staff encouraged to reduce the extraneous load upon students; we are updating the digital technology to support this.</li> <li>The use of Teams assignments</li> </ul>	<p>To reduce visual stress to our students.</p> <p>Students are confident users of ICT, confidently making use of adaptive technology.</p> <p>Students feel fully supported within their lessons.</p> <p>Students building a greater awareness of the strategies that work best to support their accessibility to the curriculum; supporting our students to become self-advocates in their learning.</p> <p>Independent SEN/disabled learners, accessing their lessons in line with their peers.</p> <p>Appropriate equipment is being used to support pupils effectively across the curriculum</p> <p>Continuum of learning happens both inside and outside of the classroom, e.g. in prep and at home.</p> <p>Clear communication between</p>	<p>Mrs Jill Bendry - SENDCO</p> <p>HOD's</p> <p>Miss Natalie Cordon - Assistant Head Teaching and Learning</p>

	<p>who suffer from visual stress [P1]</p> <ul style="list-style-type: none"> <li>• Support students to access the lesson through individual access arrangements [Continuum]</li> <li>• To support students to access all lessons, providing additional support where necessary. [Continuum]</li> <li>• To ensure students have access to a relevant curriculum which allows them the best chance of progression [Continuum]</li> </ul>	<p>allows us to allow reasonable adjustments for tasks set as prep.</p> <ul style="list-style-type: none"> <li>• Introduced a ‘Do Now’ task as part of T&amp;L, which helps to achieve a purposeful learning activity at the start of the lesson and benefits students with SEMH SEN needs.</li> <li>• The introduction of student devices has meant that students who have an access arrangement as ICT, have access to the same high quality teacher feedback that other students receive.</li> <li>• Ensure that furniture is ergonomically designed.</li> <li>• Continuing space audit - still updating the layout of some classrooms, to create effective learning environment</li> <li>• Ensure that sound quality is updated in each classrooms to allow HI students to access the curriculum e.g. Installing soundbars and enabling subtitles as a matter of course.</li> <li>• Monitor staffing levels, recruit additional support where needed.</li> <li>• CPD programme and Teach Meets - support staff to improve accessibility. Responding to the changing cohort. Ensuring staff are updated about best practice in supporting students learning</li> </ul>	<p>school and home to support our students to thrive in class.</p>	
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**APPENDIX C- School Accessibility Checklist**

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?			
Questions	Yes	No	N/A
Do you ensure that teachers & teaching assistants have the necessary training to teach and support less abled students?			
Are your classrooms optimally organized for less abled students?			
Do lessons provide opportunities for all students to achieve?			
Are lessons responsive to student diversity?			
Do lessons involve work to be done by individuals, pairs, groups & the whole class?			
Are all students encouraged to take part in music, drama & physical activities?			
Do staff recognize and allow for the mental effort expended by some disabled students, for example using lip reading?			
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?			
Are there high expectation of all students?			
Do staff seek to remove all barriers to learning and participation?			
Comments:			

Section 2: Is your School designed to meet the needs of all students?			
Questions	Yes	No	N/A
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities; playgrounds and common rooms - allow access for all students?			
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			
Are areas to which students should have access well lit?			
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?			
Is furniture and equipment selected, adjusted & located appropriately?			
Comments:			

Section 3: How does your School deliver materials in other formats?			
Questions	Yes	No	N/A
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g., by reading aloud overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			
Comments:			