

ACCESSIBILITY POLICY & ACCESS PLAN

<p>Policy Owner SENDCo</p>	<p>Applies to The Paragon School</p>	<p>Superseded documents NA</p>
<p>Associated documents Health & Safety Policy Data Protection Policy Equity, Diversity and Inclusion Policy Admissions Policy SEND Policy (& action plan) Safeguarding Policy The Paragon SDP EAL Policy</p>	<p>Review frequency Every three years (unless the legislation/regulations update before this time)</p> <p>Implementation date 22 May 2025</p>	<p>Legal Framework Schedule 10 of the Equality Act 2010 Department for Education (DfE) guidance for schools on the Equality Act 2010</p>

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This policy is reviewed triennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	SENDCo (Mrs J Wheatley), Estates Director (Mr T Tootill) and Head of Compliance (Miss E Wickham)
Date last reviewed:	April 2025
Approved by Trustees:	Approved by SLT and LGC Committee
Date last approved:	22 May 2025
Date for next approval:	May 2028

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (TPG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Scope and aims

This policy covers three aspects:

Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers entry into the school.

Improving the provision of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled

This will include planning approaches by which the school will make written information (e.g. handouts, timetables, textbooks and information about School events) more accessible to pupils with special educational needs and disabilities (SEND). The delivery of such information should be in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents and be within a reasonable timeframe.

Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School

This covers improvements to the physical environment of the school and physical aids to access education.

- 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.
- The Paragon specific accessibility plan is given in the Appendix.

3. 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.

4. 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 TP 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

- Our Admissions process
- 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 TP 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, TP 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.

5. 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.

6. 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.

7. Reasonable Adjustments

The 'Reasonable Adjustments' duty

The duty to make 'reasonable adjustments' does not include a duty to change physical features. It does include a duty 'to take such steps as it is reasonable to have to take to provide auxiliary aids ... where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'.

- 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 an 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.

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 of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School
- Improving the provision of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled

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;
- publicise 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. Staff Training

It is recognised that there is a need to ensure that skills are more specifically developed to enable teachers to provide effectively for students with a range of disabilities. Staff training and development will take place to ensure that curriculum access is further enhanced.

Examples of training which may be sought by and provided to teachers include:

- ensuring access to text and supporting delivery of information in the three main areas

of impairment (physical, hearing and visual), including through the use of the assistive technology contained within the PLD's

- Adjustments, differentiation and / or scaffolding
- developing ICT-based resources / templates which can provide a basis for effective information delivery (in both the curriculum and organisational/administrative aspects).
- specialised areas (e.g. Braille and BSL to ensure that effective communication can take place).

10. Monitoring & Evaluation

The Head is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all. The Head delegates this responsibility to the Deputy Head Academic and SENDCO.

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 annually to our Board of Trustees by the Head of Compliance and SENDCO, in the Summer Term. Thereafter, this report is submitted to SLT.

This Policy and Plan are available to all parents on our website.

11. Complaints and Discrimination Claims

- If parents and/or guardians are unhappy with the school's approach to reasonable adjustments in place for their child, they should in the first instance, make a complaint in line with the Complaints Policy, available on our website.
- 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.

Related Policies, Guidelines, Templates and Forms

- Health & Safety Policy
- Data Protection Policy
- Equity, Diversity and Inclusivity Policy
- Admissions Policy
- SEND Policy
- Safeguarding Policy

APPENDIX A - Access Summary

Whilst students predominantly access The Paragon School site, they also have access to the Prior Park College site for several key events and regular access to some science and games facilities. We have therefore included relevant aspects of PPC accessibility in this appendix.

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.
- Specialist lessons in fixed classrooms that require students to move between classes and areas of the school.

Prior Park College

- A steeply sloping site, with numerous steps, changes in level and stairs within buildings.
- A significant proportion of Grade 1 listed, historic buildings making alterations more challenging
- Volume movements - with a traditional design of fixed classrooms for each subject, requiring students to go from classroom to classroom for each lesson.

General Conclusion

It is not hard to conclude that any student or member of staff with impaired mobility is going to face significant access challenges by the constraints at TP (and when at PPC), if not prohibited altogether from accessing some or all of the educational and other facilities the school offers. In addition, there are very few opportunities for these access restrictions to be remedied in any substantial way by reasonable adjustments, short of making major alterations to physical features 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.

The school has taken steps to assess the condition and space requirements across the campus and a programme of proposed capital investment has produced to include (where possible) accessibility improvements, although these plans only go some way to ameliorate the accessibility position.

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

The Senior Leadership Team at TP routinely review relevant policies, procedures and the overall suitability of their facilities in relation to the likely effect on current and prospective students who may have a disability. To assist them in the process of shaping their plans, insight and recommendation feedback is provided from anyone with a disability, especially wheelchair users who have visited the school.

The School's Estates Department also reviews the accessibility requirements 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 SENDCo and Deputy Head Academic/Head, 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.

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, music lodge and art room cannot be changed in the medium term).

Reasonable adjustments are made to support access to the curriculum through adaptive teaching methods and resources under the guidance of Head of Learning Support and external professionals.

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. Neurodiversity 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 Learning Support.

TP recognises that students with significant learning support needs may have severe difficulty accessing the curriculum and so a detailed review is undertaken for each student before admission including input from external professionals to assess the suitability of the school in meeting the students' needs. This is to ensure that any student attending TP will be able to access the curriculum, with reasonable adjustments and additional support, to progress well through their entire academic journey.

Comprehensive staff training is provided to all teachers periodically at staff induction / inset days. There is an enrichment programme at the school which provides additional support beyond the class sessions and opportunity for 1:1 lessons or additional adult support in class (SEND TAs).

II. Hearing impaired:

A student with impaired hearing would be able to attend TP 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 they may not have heard the siren.

Consideration could be given to a 'standalone' hearing loop which 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 TP 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 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. Overcoming challenges through provision of additional adult support will 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. Lessons can be timetabled to an extent to limit excessive movement across the site on a single day. Where necessary, we make reasonable adjustments with a reduced timetable, opportunities for rest breaks and access to alternative provision- which may be off site.

Groupings of students

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

School discipline and sanctions

TP has a focus on positive reinforcement. Where a student's needs result in difficulties with regulation and behaviour- reasonable adjustments are made to support regulation with a Positive Behaviour Support Plan and a risk assessment in collaboration with parents and with external professional advice as required. Opportunities to access alternative provision can be considered alongside attending The Paragon. We also have a clear pathway to support children with social and emotional needs including a wellbeing room, club, ELSA and a school counsellor.

Examinations and assessments

Students 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 the 11+ entrance point. 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'- these would typically be the access arrangements that the child is used to receiving during assessments at TP and this is shared between schools prior to 11+ examinations taking place. The location of entrance tests at PPC are routinely on the ground floor, which generally have level access or a ramp to the main reception. Assessments at TP take place in the students' classroom or the Learning Support classroom, if this is deemed more suitable- such as a child with learning needs that would benefit from a quiet space.

Additionally, information can be provided to students in an enlarged format on request or electronically.

Recreation and Performing Arts

TP and PPC provides recreational space for students:

- **TP** - 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 schools in Bath, for those with a disability.
- **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. This provision is regularly accessed by students at The Paragon.

Swimming Pool

PPC also has a swimming pool, which is used by TP students. The facility is accessible, but the paths and gradients around the estate leading to the pool is not safe without help or assistance. The TP minibus is able to drop students near the pool to improve accessibility.

Sporting Education and Activities

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 (Year 6). Where necessary, SEND teaching 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. Parents may also need to visit a residential site to support a medical need where a member of staff is not able to be trained to do so.

Welfare

TP 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. All TP 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'. There is a clear structure in place to identify and support students to improve their mental health and wellbeing and to recognise the needs of others and support one another.

Eating

TP will ensure that appropriate measures are put in place for any student who requires assistance to eat or requires their food intake to be monitored- to include support with Diabetes.

Staff and Recruitment

The staff recruitment application forms, policy and procedures include 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.

APPENDIX B Access Plans- The Paragon School Accessibility Plan May 2025-April 2028

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.

	Development Priority 1 [P1] (Within 12 Months)
	Development Priority 2 [P2] (Within 1-2 Years)
	Development Priority 3 [P3] (within 3-5 Years)
	Fully Embedded/Current Practice [C]

1. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum.

Key area of support and category	Current Practice	Targets and Strategies	Outcome	Lead
To ensure that all pupils with a disability and special educational needs can access our curriculum	<ul style="list-style-type: none"> To ensure that all staff have access to current knowledge and expertise with regards to a wide range of SEN and disabilities (SEND) To ensure that all students with SEND have up to date Pupil Passports to support all aspects of learning. To develop teaching strategies and resources which support pupils with SEND To embed the provision of ICT as a normal way of working in line with our Mobile Device Policy as needed. To ensure that staff can 	<ul style="list-style-type: none"> Ongoing and consistent whole school and targeted CPD sessions Staff training: Sensory needs, Neurodivergence, Graduated Response, Pupil profiling, Mental wellbeing, supporting insecure attachments etc. Specialist CPD for our Learning Support (LS) teams to allow them to further support pupils, staff and parents The school to work collaboratively with external agencies and schools within our foundation to find common solutions to shared difficulties through termly SENCO meetings The school to work collaboratively with external support agencies to 	<ul style="list-style-type: none"> Staff understand a wide range of SEND needs and how to support children with these needs Staff to be able to plan 'Quality First Teaching' to include adaptive teaching to support the needs of all. Staff aware of internal support mechanisms pupils with possible SEND. Specialist LS staff aware of a range of external support for dealing with shared issues and difficulties. Increased use of ICT from year 3 upwards as pupils' normal way of working; in line with any recommendations to use Augmented Alternative Technology. All staff aware of pupils SSP's and Pupil Passports, and to incorporate an awareness of their needs as well 	Mrs Wheatley - SENDCo Mr Vine - Deputy Head, Academic Mrs Stone- Assistant Head, Academic

	<p>support in identifying and referring pupils with potential needs</p> <ul style="list-style-type: none"> To ensure that all pupils requiring additional help in public and internal exams have appropriate access arrangements To ensure pupils with SEND are taught the prerequisite skills for learning by specialist teachers. To create a holistic LS department team to support pupils with SEND alongside class teachers, SEND TAs, ELSAs, school counsellor, and outside agencies (SALT, OT, PT, EP) To help pupils to identify and articulate their own perspective of the challenges that they face and strategies that support them. 	<p>create a holistic plan to support our pupils with SEN and disabilities (e.g., Sensory Support Service, Autism Service, OT, SALT)</p> <ul style="list-style-type: none"> To allow other professionals and specialist assessors to observe pupils in situ and offer advice and training for staff Where relevant, to work with external specialist assessors and professionals to ensure that we support pupils in line with their needs. To build collaborative relationships with pupils and families to review their provision to support SEND needs. To provide a robust specialist LS curriculum and enrichment programme to pupils with SEND, to include: Memory (Visual and Auditory), Handwriting, Visual Perception, Organisational. To work closely with our counsellor, to provide opportunities for our students to talk about their challenges. To work closely with our pastoral team to support the whole child To provide a safe learning space, where students successes are celebrated and support to overcome fear of failure is felt. Develop pupil voice so pupils can better identify their strengths and needs and strategies and targets during SSP review meetings/celebrations 	<p>as specific teaching strategies into their daily planning strategy.</p> <ul style="list-style-type: none"> TAs and SEND TAs to support learning in the classroom by supporting pupils to make progress across a range of departments. Assessment access arrangements in place as needed and updated/adapted as needs and guidelines change. Pupil will confidently express their strengths and needs and how they would like to improve and what support they need 	
Ensuring inclusive transition	<ul style="list-style-type: none"> To ensure a positive and successful transition for all pupils to The Paragon and 	<ul style="list-style-type: none"> To liaise with previous school/education providers to review potential provision needed 	<ul style="list-style-type: none"> All new pupils with SEND to have a Pupil Passport, created in collaboration with families and their 	Mrs Wheatley - SENDCO

	<p>beyond</p>	<p>for future pupils.</p> <ul style="list-style-type: none"> To liaise with all stakeholders and ensure transparency of information to ensure that we understand needs, prior to joining TP Initiate transition arrangements for pupils joining Prior Park, over and above the designated transition days for the whole year groups. To ensure that we understand pupil's educational needs, in relation to curriculum and that reasonable adjustments are made, where necessary To identify pupils who require specialist LS teaching or additional in class support from the start of their time with us To consider reasonable adjustments to timetables, to allow pupils the opportunity for additional learning and study support. 	<p>previous setting as well as specialist assessments and diagnoses.</p> <ul style="list-style-type: none"> Information is shared appropriately to ensure that strategies and support is in place pre and post transition Pupils feel confident and well supported accessing their new provision 	<p>Mrs Bevan- administration/ registrar</p> <p>Mrs Hughes- Admissions and marketing</p>
<p>Ensuring that pupils with visual, physical and hearing impairments can access our curriculum.</p>	<ul style="list-style-type: none"> To ensure that VI/HI/PI students have full access to the curriculum as their needs change over time. To provide on-going and personalised training for staff to enable them to support students with VI/PI/HI 	<ul style="list-style-type: none"> Work closely with specialist professionals regarding developing needs and changes, including SEND lead professionals, e.g. Sensory Support Services Specialist staff training provided by VI/PI/HI services Appropriate levels of support for pupils Ensure collaboration with all key personnel - with the pupils, parents, staff and other agencies. 	<ul style="list-style-type: none"> Pupils are able to access the curriculum effectively and make progress in line with expectations Pupils to confidently use their PLD and navigate Augmented Alternative Communication Technology resources as well as other subject specific resources to enable curriculum access Pupils are fully included in co-curricular programme, assemblies and trips Staff are able to support with very specific needs, e.g. use of specialist equipment/support as directed by professionals e.g. Roger Touchscreen Staff are supported to access additional training as needed with 	<p>Mrs Wheatley - SENDCO</p>

<p>Improving the availability of accessible information to pupils with SEND, parents and carers</p>	<p>To ensure that:</p> <ul style="list-style-type: none"> • Pupils, parents and carers have easy access to information • To ensure that the school has up to date information about pupils and that this is disseminated to all staff; including teaching, pastoral and welfare teams. • To ensure that staff are confident and have up to date knowledge with regards to a wide range of SEND. • Key staff to liaise with appropriate external agencies to ensure that up to date information is shared as needed. • Information is available for parents who are considering Prior Park College as a future school placement. 	<ul style="list-style-type: none"> • SEND information is outlined on our website. SEND handbook for parents. • Signposting on our website to our key policies. • SENDCO is the key point of contact for pupils with an EHCP, parents and the local authority • Key information shared with parents via email and phone calls and bulletins. • Regular liaison with Admissions team. • Regular (at least termly) bulletin features related to SEND for parents, carers and pupils • Parent/carer coffee morning events and information evenings • Liaison with BANES parent/carer forum representatives and SENDIAS. 	<p>regards to a range of very specific learning needs.</p> <ul style="list-style-type: none"> • Information accessible on website by parents/carers/pupils. • Information signposted by a variety of different routes adapted to the needs of pupils, parent/carers and staff • Parents feel well informed about provision and progress • Staff aware of a variety of support mechanisms within the school and can sign post parents/carers/pupils as needed • Parents/carers aware of further support available beyond TP. 	<p>Mrs Wheatley - SENDCO</p>
<p>Improving access to the curriculum for vulnerable pupils</p>	<ul style="list-style-type: none"> • To ensure that all pupils are fully included in the school community • To improve academic outcomes for vulnerable students • For staff to have a better understanding/awareness of mental health issues affecting our pupils- including affluent neglect and attachment difficulties- to allow for appropriate intervention • For staff to be aware of emerging needs and how best to support pupils and 	<ul style="list-style-type: none"> • Staff training, to share a range of strategies to engage vulnerable pupils in class • A wide range of support available for vulnerable pupils: School Counsellor, Pastoral Support (ELSA), Learning Support Teachers, Enrichment teacher, SEND TAs, Wellbeing Club • Data tracking and Pupil progress meetings to inform Graduated response • Regular attendance reviews and Pastoral Support Plans if needed • Pastoral team monitoring of attendance and progress and attainment for vulnerable pupils • Alternative provision and adaptive 	<ul style="list-style-type: none"> • Vulnerable pupils to feel fully included in our school community • Vulnerable pupils to make progress in line with expectations • For all staff to be aware of the vulnerable pupils and able to provide support, so that issues are understood quickly, and swift intervention minimise risks to pupils • Staff aware of potential mental health issues and able to identify and facilitate support as necessary though liaison with the Pastoral Team. 	<p>SLT Mrs Wheatley - SENDCO Mrs James- Deputy Head, Pastoral Lead.</p>

	refer for further support	<p>teaching and resources available to vulnerable pupils as directed by the Pastoral Lead</p> <ul style="list-style-type: none"> Weekly traffic lights system to inform all teaching staff about vulnerable pupils and emerging/progressing needs 		
Ensuring pupils with ongoing health needs, linked to their SEND can access our curriculum	<ul style="list-style-type: none"> To establish close liaison with both internal and external agencies for pupils with ongoing health needs. 	<ul style="list-style-type: none"> Ensure collaboration with all key personnel - with the pupil, parent/carers, staff and other agencies To allow other professionals and specialists to observe pupils Update staff training for specific conditions when required To work collaboratively with the Health and Wellbeing team To ensure that accurate medical records and care plans are up to date on iSAMS and are flagged. 	<p>Collaborative approach to pupils' health needs - succinct information sharing between key stakeholders - pupils, health team, LS department, Pastoral teams.</p> <p>Each pupil with a medical condition has risk assessment and a Medical/Pupil Passport 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 Wheatley - SENDCO Lead Nurse and Deputy Head administration and First Aid</p>

2. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Key area of support and category	Current Practice	Targets and 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"> To ensure that all pupils with SEND have access to a PLD as their normal way of working if recommended from year3 upwards (currently Year 5 upwards) Where appropriate for all pupils to access adaptive technology within our school systems, e.g. dictation, e-readers, reading pens, read function in words Support pupils to assess and review their normal way of working To update visual digital technology in the classroom 	<ul style="list-style-type: none"> Regular reviews of reasonable adjustments within school such as the formatting of AAC technology, the use of adapted printed hand-outs, or a scribe or copy board/sheet to reduce the need for pupils with poor visual memories to copy from the board. Specialist teachers to work with pupils to trial different ways of working, to find what works best for them. Carefully consider how specific ICT programmes further support pupils with specific disabilities better access the curriculum. Seek advice from specialist 	<p>There is a reduction in visual stress to our pupils.</p> <p>Pupils are confident users of ICT, confidently making use of adaptive technology.</p> <p>Pupils feel fully supported within their lessons.</p> <p>Pupils build a greater awareness of the strategies that work best to support their accessibility to the curriculum; pupils become self-advocates in their learning.</p> <p>Independent SEND learners, accessing their lessons in line with their peers.</p>	<p>Mrs Wheatley - SENDCO</p> <p>Assistant Head and Deputy Head Academic</p>

	<p>as needed</p> <ul style="list-style-type: none"> To provide improved accessibility for pupils who suffer from visual stress with use of coloured overlays and contracting text and low level lighting, buff background paper and smartboard applications. Support pupils to access the lesson through individual access arrangements To support pupils to access all lessons, providing additional support where necessary To ensure pupils have access to a relevant curriculum which allows them the best chance of progression. 	<p>professionals (e.g Occupational Therapy, SLT, Hearing Support, Specialist Teachers) regarding equipment, staff training and learning strategies.</p> <ul style="list-style-type: none"> Staff encouraged to reduce the extraneous load upon pupils; use of readers, scribes, quiet spaces, adaptive equipment. 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. Pupils with SEND are also able to take their Personal Learning Device home (Year 5 and 6 only) Ensure that furniture is ergonomically designed and adaptations available- standing desks, wobble stools, peanut balls. Continuing space/sensory audit - still updating the layout of some classrooms, to create effective learning environment Ensure that sound quality is updated in each classroom to allow HI students to access the curriculum e.g. staff auditory devices Monitor staffing levels, recruit additional support staff where needed CPD programme and Teacher Meetings - support staff to improve accessibility. Responding to the changing cohort. Ensuring staff are updated about best practice in supporting pupils with SEND and adaptive teaching and learning Curriculum review to include considerations for pupils with SEND 	<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 non-teaching time and at home.</p> <p>Clear communication between school and home to support our pupils to thrive in class.</p>	
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		<p>and inclusion- Neuro inclusive</p> <ul style="list-style-type: none"> • Continue to review and replace existing equipment for pupils to use • Students receive specialist pre-teaching to support them to access the curriculum, delivered by TAs, SEND TAs or enrichment teacher • Students play an active role in the creation of their SSP, so that they know what targeted support staff are putting in place for them- to include an individual personal target • TA and SEND TA support is available, where needed 		
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3. Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School

Area / Building	Comments	Possible works	Cost	Procurement	Business disruption
Lyncombe House Ground floor	Level access to reception and	Investigate possibility of providing accessible toilet facilities.		Accessible toilet provided on LG floor	
Lyncombe House Lower ground floor	Access to toilets, floor change levels	Toilets refurbished summer 2024 including accessible staff/visitor toilet			
Lyncombe House Basement	Level access from outside, disabled toilets, not easy to navigate the rest of the building without going outside if wheelchair user.	New accessible toilet and wet room provided in the LG staff/visitor toilets for Lyncombe House - safe pedestrian route now defined from LH reception to L/G toilet. Gradients require wheelchair assistance.		Completed Summer 2024	
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.	£200,000.00	Unreasonable adjustment due to planning/LBA and prohibitive cost.	Yes
Music lodge	Ramped access from carpark - no disabled toilet	Investigate feasibility of adapting existing toilet to make accessible - Ramped access already provided	£5,000.00	in house	No
Brand Ground floor	Some thresholds are not level, steps to some doors, no disabled toilets	Consider providing level thresholds and possible ramped access where steps. Consider provision of accessible toilet.	£10,000.00	in house	Yes
Brand 1st floor	Stair access only - not accessible, no disabled toilet	Alternative provision provided on ground floor more feasible - reasonable adjustment would need be made on room timetabling for the 1st floor rooms in Brand for those with physical disability.			
Frew ground floor classrooms and courtyard.	Some thresholds are 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.	£15,000.00	Planned as part of new classroom extension project Summer 2025 - Capex project	Yes

Frew 1st floor	Stair access only - not accessible, no disabled toilet	Alternative provision provided on ground floor - reasonable adjustment would need to be made on room timetabling for the 1st floor rooms in Frew for those with physical disability.			
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	£5,000.00	in house	No
Woodland Areas Generally	Access to the woodland and outdoor learning facilities	Defined, safe pathways have been provided Summer 2024. Path to outdoor classroom is accessible to wheelchair users with assistance. Loop path through woods is only partially accessible to wheelchair users but has been improved to provide full access for those with restricted ambulatory conditions or other conditions not requiring a wheelchair.		Completed Summer 2024	
Play Areas	Access to some play equipment may be limited	Where possible alter existing play equipment in adventure play area or consider investing in some new equipment that enables full participation for disabled pupils.	£20,000.00	Capex project	Yes

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 organised for less able 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: None			
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?	Green		
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?	Green		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		Red	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	Yellow		
Are areas to which students should have access well lit?	Green		
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	Green		
Is furniture and equipment selected, adjusted & located appropriately?	Green		
Comments: We do not yet have a sensory room or space for pupils that need a quiet space to regulate			
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?	Green		
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?	Green		
Do you have the facilities such as ICT to produce written information in different formats?	Green		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Green		
Comments: We are increasing access to ICT for pupils with motor coordination difficulties and fine motor control difficulties to access dictate and touch-typing programmes			