

# ACCESSIBILITY POLICY & ACCESS PLAN

<b>Policy Owner</b> SENDCo	<b>Applies to</b> Prior Park College	<b>Superseded documents</b> NA
<b>Associated documents</b> Health & Safety Policy Data Protection Policy Equity, Diversity and Inclusion Policy Admissions Policy SEND Policy Safeguarding Policy Curriculum Policy Teaching and Learning Policy Mental Health and Emotional Wellbeing Policy	<b>Review frequency</b> Every three years (unless the legislation/regulations update before this time)  <b>Implementation date</b> 13 October 2025	<b>Legal Framework</b> Schedule 10 of the Equality Act 2010 Department for Education (DfE) guidance for schools on the Equality Act 2010 SEND Code of Practice: 0-25 years 2024

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

<b>Last reviewed by:</b>	SENDCo (Mrs J Bendry), Estates Director (Mr T Tootill) and Head of Compliance (Miss E Wickham)
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## 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 (PPSG), 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 students (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 students, in particular that which has already been produced for students 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 students with special educational needs and disabilities (SEND). The delivery of such information should be in ways which are determined after taking into account the students' 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 students 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.

### **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 Equity, Diversity and Inclusivity Policy).

The Act makes it unlawful for PPS and the school's governance committees, 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:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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.

More information on the school's provision relating to equity, diversity, inclusivity and gender identity can be found in the applicable policies (Equity, Diversity and Inclusivity Policy, and the Gender Identity Policy).

## **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 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.

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

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.

Staff are informed about specific adjustments via an individualised 'Student Support Plan' (SSP), which is visible via iSAMs.

Our accessibility plan for PPC is outlined on the Appendices.

- When planning, teachers will need to set high expectations and provide opportunities for all students to succeed, including students with disabilities. They should plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively.
- To create effective learning environments this will include:
  - valuing all contributions
  - ensuring students feel secure and able to contribute appropriately
  - ensuring that all forms of bullying will be challenged
- Many students with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life (e.g. a hearing aid). However, teachers must take account of potential barriers to learning and, where necessary, ensure in their planning that they make provision to support individuals or groups of students to enable them to participate as

fully and effectively as possible in the curriculum and assessment activities. This may include adapting / modifying resources and / or making them more accessible, e.g. providing soft copies / printed copies of teaching material, encouraging the students to use Immersive Reader, encouraging students to adjust their settings on OneNote to ensure that they are fully accessible, such as ensuring font sizes etc. Potential areas of difficulty should be identified and addressed at the outset of work. Also, during assessments, teachers should bear in mind that reasonable adjustments may need to be made to support individual students, in line with JCQ regulations.

- Curriculum planning and assessment for students with SEND must take account of the type and extent of the difficulty experienced by the student. Disabled students may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists. Teachers should work closely with the LDP Department and, where appropriate, representatives of other agencies who may be supporting the student.
- Teachers will need to plan for students' full participation in learning and in physical and practical activities through:
  - using specialist aids and equipment
  - providing support from adults or peers when needed
  - adapting tasks or environments
  - providing alternative activities, where appropriate and necessary
- Teachers should also take specific action to enable the effective participation of students with disabilities, for example by:
  - planning appropriate amounts of time to allow for the satisfactory completion of tasks, for example by:
    - taking account of the very slow pace at which some students will be able to record work, either manually or with specialist equipment, and of the physical effort required
    - being aware of the high levels of concentration necessary for some students when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
    - allocating sufficient time, opportunity and access to equipment for students to gain information through experimental work and detailed observation
    - being aware of the effort required by some students to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.
  - planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum, for example by:
    - providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the curriculum and enable students to make appropriate progress
    - providing alternative or adapted activities in science, art and design and design and technology for students who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
    - ensuring that all students can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites, etc.
    - identifying aspects of the curriculum that may present specific difficulties for individuals.

For further information about the School's curriculum, co-curricular provision and approaches to teaching, please see the School's Curriculum Policy, Teaching and Learning Policy and the School's SEND Policy.

## **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. 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.

## **APPENDIX A – Access Summary**

### **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.
- Boarding facilities are located within historic buildings, set out over multiple levels with access only by staircases.

### **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 PPC, if not prohibited altogether from accessing some or all of the educational and other facilities the college 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 assesses 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 PPC 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, 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**

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 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, therefore, access is by staircase only.

### **Health and Wellbeing Centre**

Prior Park College has a dedicated Health and Wellbeing Centre, which is staffed by a Register Children's Nurse, two Health and Wellbeing assistants, and a Mental Health and Wellbeing Assistant. The Health and Wellbeing Centre is open Monday to Friday 0800-1800 term time only. There is a school counsellor. A GP carries out a drop-in clinic once per week at PPC.

Disabled access to the Health and 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.

### **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. 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 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 they 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, and in supported Prep in LDP. The majority of Prep can be complete on each student's PLD. 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, 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.

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.

### **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**

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.

### **Swimming Pool**

PPC also has a swimming pool. 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**

PPC 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's 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.

**APPENDIX B Access Plans 2025-2028**

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.

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced curriculum for all pupils. Staff have current knowledge about students' SEND needs, via the clear identification and a Student Support Plan on ISAMS; which include information about their diagnosis and suggestions about appropriate adjustments to help them to adapt their lessons to best meet the needs of the student. Student SEND data is held on iSAMs; students are identified on a SEN register and there is a 'one click' process for	Cyclical Target 1. All students with SEN and disabilities have up to date Student Support Plans to support all aspects of students learning. 2. Teaching strategies and resources created and utilised to support disabled students, and shared within a departments resource bank 3. Assistive Technology to be used to support	1. SSP's to be reviewed termly for EHCP, High needs, LDP Support students, and annually for students whose needs are met by Responsive Teaching Strategies within the classroom, unless these students have been referred for additional intervention. 2. Resources to be created by Academic Departments, where appropriate and requested SEND Practitioners can support this also. 3. LDP to continue to offer staff CPD to boost their knowledge of this technology and to advocate for staff to use this also. LDP to work with the Computer Science department to support and maintain the delivery lessons introducing and using assistive technology. 4. LDP to maintain a working spreadsheet detailing students access arrangement,	SENDCo  HODS, AHT&L  Digital Learning Lead, SENDCo AHT&L  SENDCo, AHT&L,	Cyclical – these are to be completed each academic year July 2026  July 2026  July 2026	All students have accessible, and up to date SSP's.  All students' needs are met, within the classroom via reasonable adjustments via responsive teaching,  All students confidently use assistive technology in all of their classes; the use of them is normalised by the class teacher. All students receive the exam adjustments, in line with JCQ requirements for their public exams.  Students actively utilise the skills taught in LDP in their academic lessons, and within the wider school

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
	<p>staff to review information about students, including exam access arrangements. Student reports and other SEN related documents are also held within iSAMs, permissions have been set to ensure they are only viewable by appropriate staff. Staff meet the needs of SEND students via Responsive teaching strategies, to ensure that students can access the curriculum. Curriculum progress is tracked for all pupils, including those with SEND, collaboratively with the AH P&amp;T, HSM's, HODS and SENDCO Targets are set effectively and are appropriate for pupils with additional needs The curriculum model has been reviewed to make sure it meets the</p>	<p>SEN students as their normal way of working in line with our Mobile Device Policy.</p> <p>4. To ensure that all students requiring additional help in public and internal exams have appropriate access arrangements using JCQ guidelines. [C]</p> <p>5. To ensure students with SEN and disabilities, where appropriate, are taught the prerequisite skills for learning by specialist teachers. [Continuum]</p> <p>6. To help students to identify and</p>	<p>providing access to: Exams Officer, Data Officer, Internal exams Lead and IT exams lead to facilitate the smooth delivery, and accurate reflection of the exam access arrangements.</p> <p>5. LDP to ensure that all students meet the required JCQ guidelines and eligibility criteria for exam adjustments in public examinations. LDP staff to complete the relevant sections of Form 8 and Form 9 and to support the Exams Officer in submitting these to the exam boards (e.g. AAO online)</p> <p>6. Where students require additional interventions and skills (literacy/numeracy/organisation/study), students will be taught these skills within their LDP group and individual sessions. All staff to work with students to support them to recognise their strengths and to encourage them to utilise these to support them to overcome their challenges. All staff to scaffold their approach to students with SEND and to use neuro supportive approaches.</p> <p>7. To provide ongoing CPD, in person and online, by the SENDCo and the LDP team</p>	<p><i>Exams Officer (Exams Team), IT Dept</i></p> <p><i>SENDCo, AHT&amp;L, Exams Officer (Exams Team)</i></p> <p><i>SENDCo All Academic Staff</i></p> <p><i>SENDCo,</i></p>	<p><i>May 2026</i></p> <p><i>July 2026</i></p> <p><i>July 2026</i></p>	<p>community.</p> <p>All staff recognise the needs of our learners and are able to confidently refer students of concern to their tutor. LDP continue to meet the needs of students within our community, to enable them to thrive across the school.</p> <p>All students have SSP's that are accessible on iSAMs and that all staff read these and use the suggested methods as part of their responsive teaching.</p> <p>Parents, students and staff feed into the ADPR cycles, and these targets are appropriate and measurable.</p> <p>A collaborative approach is used as the norm in the school, all students are identified, and receive the appropriate amount of support</p>

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
	<p>needs of all pupils, allowing greater choice for students with SEND The school offers a representative range of interventions that reflect the needs of our cohort of children.</p> <p>The referral system has been reviewed, and in the min, referrals now come in via tutors and HSM's – this approach provides us with a holistic view of the students and valuable evidence of need across a range of subjects. Students, with identified learning needs are triaged and screened in the first instance via GL EXACT, and/or observations by the LDP team, and out Neurodivergence Lead. Students are then assessed by our in-house specialist assessor, who is</p>	<p>articulate their own perspective of the challenges that they face [C]</p> <p>7. 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) to support [Continuum]</p> <p>8. To broaden the knowledge base and provision delivered via the LDP department, utilising, where appropriate external professionals to deliver</p>	<p>and external professionals. CPD will be delivered in a variety of formats; whole school delivery and via Teach meets and LDP Lunch and Learns.</p> <p>8. To ensure that the LDP team continue with their professional development, broadening our provision. Particular areas of focus are:</p> <ul style="list-style-type: none"> <li>a. Training of SEND Practitioners (Support and Transition), and for them to gain Level 5</li> <li>b. Widening our Neurodivergence provision</li> <li>c. Refining our provision around Social and Communication.</li> </ul> <p>9. To continue to create resources to remind staff about the referral process, in a variety of different mediums to support staff to access the referral process.</p> <p>10. To continue to use a collaborative approach in screening students, liaising with all stakeholders to ensure that reasonable adjustments are appropriate, and any exam adjustments are in line with JCQ requirements.</p>	<p>AHT&amp;L, DHA</p> <p>SENDCo, AHT&amp;L, DHA</p> <p>SENDCo</p> <p>SENDCo, Lead Nurse, Admissions, DHA</p>	<p>July 2027</p> <p>July 2026</p> <p>July 2026</p> <p>September 2026</p> <p>July 2026</p>	<p>SEND support is appropriate and meet the needs of our community.</p> <p>HODs and Subject teachers know and utilise appropriate reasonable adjustments in all of their lessons.</p> <p>Staff present a range of exemplars as a matter of course.</p> <p>Parents feedback, and contributions towards students SSP's.</p>

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
	<p>qualified to carry our specialist assessments to determine:</p> <p>a. If a student is eligible to any additional exam adjustments, in line with JCQ regulations and requirements.</p> <p>b. Students learning profiles – which will be shared with staff and used, in collaboration with the student, to create an SSP.</p> <p>c. There is clear and purposeful collaboration with all stake holders supporting students with SEND and identifying those whose additional needs have not be specifically identified.</p>	<p>interventions such as speech and language sessions, Social Communication Groups, Emotion Coaching, Autism Awareness and ADHD Coaching. [P2]</p> <p>9. Continuing Staff support in identifying and referring students with potential needs to the LDP department via a Tutor Referral system.</p> <p>10. Screening students who have been identified with a SEN to support specialist assessments.</p> <p><u>Short Term</u></p> <p>1. Student Support Plans</p>	<p><u>Short Term</u></p> <ol style="list-style-type: none"> <li>To create a clearer format for students SSP's, clarifying the key approaches that work for students in a short and succinct way.</li> <li>To create an online form, that reviews termly progress – in line with the SEN Code of Practice, to include ADPR cycles as well as reviewing progress across the board. To work with the AHP&amp;T to refine the format of how we feedback to parents via reporting on iSAMs</li> <li>Further develop communication between LDP staff, the Health and Wellbeing Centre (including our Lead Nurse and Mental Health and Wellbeing Assistant and School Counsellor), HsM' s and Admissions Staff, and to provide collaborative CPD to key staff.</li> <li>To continue to work collaboratively to ensure that the interventions that we put into place, support the curriculum being delivered within the classroom. To support subjects in the preparation for exam periods, including the delivery of sessions to support revision, organisation and exam techniques</li> </ol>	<p><i>SENDCo</i></p> <p><i>SENDCo, DHP, DHA, AHT&amp;L, AHP&amp;T</i></p> <p><i>SENDCo, Lead Nurse, AHWB, HsMs, Admissions</i></p> <p><i>SENDCo, DHA, DHP, AHP&amp;T</i></p>		<p>Parents of all students who are receive LDP Support, are attending termly review, reviewing students ADPR, and agreeing next steps.</p> <p>Collaboration continues across all departments working with students at Prior Park College, ensuring that where appropriate adjustments are put into place.</p>



Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
		<p>SEND, and those with an undiagnosed SEND holistically</p> <p>4. The departmental curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p><u>Medium Term</u></p> <p>1. To broaden our range of SEN interventions to cater for students who require short term interventions, within the academic year. These LDP interventions will run for students who fall within the LDP Intervention and Responsive</p>	<p>To work with the Head of Compliance and ICT team to review a possible way for students SSP's to be made visible to parents, to allow a much more collaborative approach to the information that we share with staff, and parents.</p>	<p>SENDCo. HOC</p>	<p>December 2026</p> <p>July 2027</p> <p>July 2027</p>	<p>suggestions. Staff also contribute to their departmental guide.</p> <p>Exemplars are included in student facing resources, to demonstrate a range of approaches.</p> <p>Parents can view their children's SSP's in a digital format.</p>

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
		<p>Teaching categories.</p> <p>2. SEND Guidance to be created for individual departments to support them to tailor their adjustments and Responsive teaching for all – with reference to subject specific Assistive Technology.</p> <p>3. Curriculum resources to include examples of people with disabilities across all departments.</p> <p><u>Long Term</u></p> <p>To create a Student Support Plan that is visible to parents.</p>				

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes: New internal and external signage has been installed across the school to identify key areas; coupled with a much clearer way of numbering the classrooms which helps our SEND learners to identify where they are going in the school and the floor that they are headed to (e.g. BSR 203 – would be in the BSR block, on the second floor, room 3). Large print resources are available, students also have access to a PLD, which enables students to adapt their screen and the information to their preferred font. Key information is delivered in student</p>	<p>To create a transition booklet, to include key information about the school and the school day, to help to support their transition to life at Prior Park College.</p>	<p><u>Cyclical actions:</u> To support transition for students with autism through the use of social stories.</p> <p>To create social stories to support students to access the many events that we offer at Prior Park College.</p> <p>To create visual maps for students who find navigating the site challenging.</p> <p>To create visual timetables to support our ND students</p> <p><u>Short term actions</u> To adapt the existing transition booklet to reflect the rooming changes that we have put into place, and an outline of the school day. This booklet will support students’ transition, highlighting important elements of the school that they need to be aware of, including where to access help.</p> <p>To support SEND students via the provision of enhanced transition.</p>	<p>SENDCo, Neurodivergence SEND Lead</p> <p>SENDCo, Neurodivergence SEND Lead</p> <p>SENDCO, Neurodivergence SEND Lead</p> <p>SENDCo, LDP team</p> <p>SENDCO, Neurodivergence SEND Lead</p> <p>SENDCO, Neurodivergence</p>	<p>July 2026</p> <p>July 2026</p> <p>July 2026</p> <p>December 2026</p> <p>April 2026</p> <p>April 2026</p>	<p>A wide range social stories to be utilised, where appropriate by the wider school community, including HSM’s and HODs</p> <p>Students actively using their visual maps and timetables to navigate their day and the site.</p> <p>Students to engage in the enhanced transition process, to support a smooth transition to PPC.</p>

Aim	Current good practice (Including established practice, and practice under development)	Objectives Continuing, short, medium and long-term objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
	specific channels via Teams. Induction loops, in the Chapel			nce SEND Lead, SEND P Transition		
Increased staff awareness, through the provision of professional development of their own, and the School's duties towards students with SEND.	A range of CPD sessions have been offered, from whole school to much more targeted sessions for staff. Specific CPD training was offered to staff to support them to put reasonable adjustments for our ND students.	<p>To ensure that staff are curious about students learning profile, and that they are able to identify students with potential SEND.</p> <ul style="list-style-type: none"> <li>- All academic staff to be aware of the different characteristics of neurodivergence and other SEND diagnoses</li> <li>- Staff understand how different SEND characteristics presents in students.</li> </ul> <p>Staff to be able to recognise appropriate reasonable adjustments that can be put into place to enable greater access</p>	<p>To provide staff training on SEND legislation and the School's provision, focusing upon one (or more) specific areas of SEND each year.</p> <p>Ongoing and consistent whole school CPD run by:</p> <ul style="list-style-type: none"> <li>• LDP team</li> <li>• Appropriate SEND professionals e.g. Social Stories, SALT, including Emotion Coaching.</li> </ul> <p>Staff to access and complete courses that support meeting the needs of a variety of SEND students across our school community. To explore the requirements of SEND CPD as part of our compulsory annual offer.</p> <p>Staff to share best practice within their departments</p>	<p>SENDCo, Assistant SENDCo, HOC, DHA, AHT&amp;L.</p> <p>As above, plus all staff</p> <p>As above, plus all academic staff</p> <p>As above, plus HODS and Academic staff</p>	<p><i>Cyclical – these are to be completed each academic year</i></p> <p>July 2026</p> <p>July 2027</p> <p>July 2027</p>	<p>All staff can confidently refer students of concern to tutors in the first instance.</p> <p>All staff know how to refer a student of concern to the LDP team.</p> <p>Staff to engage with SEND CPD and to apply their learning in their responsive teaching methods.</p> <p>HODS to collate best practice and to include this within their SOW</p> <p>SOW to include specific reference to responsive teaching approaches to support students with SEND.</p>

Aim	Current good practice (Including established practice, and practice under development)	Objectives (Continuing, short, medium and long-term objectives)	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
		to the curriculum	<p>HOD's to ensure that Schemes of work include reference to appropriate reasonable adjustments within their learning criteria</p> <ul style="list-style-type: none"> <li>• Staff understand a wide range of disabilities</li> <li>• Staff to be able to plan adaptive lessons to support the needs of all.</li> <li>• Staff to be 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 Adaptive Teaching strategy.</li> <li>• SEND Practitioners to support learning in the classroom by supporting students to make progress across a range of departments.</li> </ul> <p>Exam access arrangements in place as needed and updated/adapted as needs and JCQ guidelines change.</p>	<p>AH T&amp;L, SENDCO, HOD</p> <p>All Teaching Staff</p> <p>SENDCO</p> <p>Digital Lead, HOD CS, SENDCO</p> <p>LDP SEND Practitioners</p> <p>SENDCo, Exams Officer -</p>	<p>July 2026</p> <p>July 2026</p> <p>December 2026</p> <p>July 2026</p> <p>July 2026</p> <p>April 2026</p>	<p>Academic staff to support students to practice, and refine their exam techniques using the exam adjustments that they are eligible (in line with JCQ)</p>

**Key to personnel:**

SENDCo- Special Educational Needs and Disabilities Coordinator  
LDP- Learning Development Programme (Department)

DHA- Deputy Head Academic  
DHP- Deputy Head Pastoral

AHT&L- Assistant Head Teaching and Learning  
 AHWB- Assistant Head Wellbeing  
 HOC- Head of Compliance  
 ED- Estates Director

HsM- Day House Master/Mistress  
 AHP&T- Assistant Head Progress and Tracking  
 HOD- Head of (subject) Department

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

Area / Building	Comments	Possible works	Cost	Procurement	Business disruption
Main entrance	Wheelchair access through right hand pedestrian gate only	Pedestrian crossing or traffic control outside of the front gates	£500	in house	Minimal
Main driveway to BSR/Science Block	No access from driveway up to the BSR/Science block terrace	Investigate the installation of wheelchair lift set back into bank by zebra crossing - safety considerations key concern as this is on the main drive.	£50,000	external contractor	No
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	£ 350,000	external contractor	yes
St Paul's Upper floor Washrooms	Boarding washrooms above ground floor	Investigate alterations to showers and toilets to allow disabled access and use.	£160,000	external contractor	yes
Chapel	Good access with hearing aid support, level access from south side and accessible visitor toilet. Limited access via timber ramp through North doors to back of mansion. Wheelchair users generally kept to the south side of chapel for ease of access.	Installation of new DDA compliant ramp from north doors to the rear path to the mansion - Listed building consent approved.	£ 80,000	external contractor	no

Mansion Upper floors - Generally	Wheelchair access within the Mansion is difficult particularly between floor with straight-flight stair and spiral staircases only between floors.	Investigate the feasibility and viability of installing a combined 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 students with disability if a lift is not possible/feasible - subject to listed building consent	£350,000	external contractor	yes
Mansion Basement	Good level access throughout the basement level, catering facilities and disabled toilet at this level.	Note: Vertical access to upper floors is difficult with stair access only. Single step from garden room into the main dining hall can be overcome with portable ramp and assistance for wheelchair users.	£	N/A	N/A
Mansion Basement	No level access from garden room to the north lawn for staff and guests attending functions	Drop threshold to door/window access from garden room to outside- subject to listed building consent	£10,000	in house	minimal
Mansion Ground floor	Wheelchair access available, Disabled toilet	Ramped access to front door and level access through reception, JWC, DDA toilet and Library	£	N/A	N/A
Mansion top floor - music and classrooms	Lift required and no disabled toilet facilities	Investigate whether it is feasible to extend the proposed Mansion lift to the music department and with conversion of one of the girls' toilets to a disabled toilet. Alternative provision for music elsewhere on the school campus may be required if adjustments are unreasonable - subject to technical design limitations for lift headroom and listed building consent.	£	external contractor	yes
Health and Wellbeing centre	No disabled toilet or level access	Consider converting the treatment room to toilets incorporating Disabled toilet and install ramp into the H&WBC from the Maths corridor entrance. Disabled toilet available in the mansion basement close by and level access.	£15,000	in house	yes
St Peters 1st & 2nd Floors	No disabled toilets or access to upper floors	Investigate the installation of an internal lift as part of a space planning redevelopment/expansion scheme. In the interim, make suitable alternative provision for students with disability if a lift is not possible - subject to technical design and listed building consent.	£250,000	in house	yes
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.	£	N/A	N/A
Swimming pool	Good level access. Disabled shower and toilet, no poolside hoist	Investigate the installation of a poolside hoist.	£4,500	external contractor	yes
Arundell	No Level access, no disabled toilet, no lift to the 1st floor	Consider alterations, if necessary, as part of the school's wider space utilisation plans. Possible installation of a ramp to the main entrance, convert the ground floor toilet to disabled toilet	£5,000	in house	yes
St Mary's Ground Floor	No Level access, 2 level changes on the ground floor, no disabled facilities and 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 staff office to allow access through the ground floor	£6,000	in house	yes
St Mary's 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.	£250,000	external contractor	yes

English & Fielding	Good level access and handrails from the west side with assistance. No disabled toilet, no wheelchair access to upper mezz floor areas/facilities.	Consider installation. Install one or two wheelchair lifts to the upper Mezz level and reconfigure toilets to provide an accessible cubicle.	£150,000	external contractor	yes
Pavilion	Level access and a disabled toilet		£	N/A	N/A
BSR Ground floor	Level access via side door ramp but no disabled toilet facilities	Adapt existing toilets on the ground floor to provide accessible toilet cubicle for students. Consider punching through BSR wall into BAINES basement changing area to utilise existing girls' toilet as DDA staff/visitor toilet.	£40,000	external contractor	yes
BSR First floor classrooms	Stairs with handrail access only to first floor classrooms	Consider installation of passenger lift between ground and first floor or other reasonable adjustment to reschedule lessons to other accessible classrooms elsewhere.	£180,000	external contractor	yes
Sports centre	Fully compliant but a long travel distance to get there due to the number of steps to avoid, Lift installed - Disabled parking available outside and level access provided.	Part M compliant 2016	£	N/A	N/A
Theatre	Good compliance generally with path access to the front door, Disabled toilet and a level area at the top for wheelchair 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.	£150,000	external contractor	yes
Mackintosh building classrooms - 1st floor	No access, lift required, no disabled toilet	Investigate cost of installing a passenger lift to access classroom and staff room together with the provision of a disabled toilet. Lift access from theatre lobby (one floor lift only - subject to technical design)	£120,000	external contractor	yes
Dance studio	Difficult access. Recommend alternative provision for dance/drama in theatre, BSR or sports centre as reasonable adaption.	Alternative provision recommended.	£	N/A	N/A
Classroom block -MFL corridor	Access poor due to steps, no lift from lower floors	Investigate either combined lift to all floors or ramped access from south bank into the MFL classroom corridor - subject to technical design and planning consent.	£180,000	external contractor	yes
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. Lift installation likely to be unreasonably disruptive to labs and services. Access to ground floor labs via ramp only - reasonable adjustment.	£5,000	in house	minimal
Science block Mezzanine level - Rockery	No access due to stairs - consider alternative access route behind BAINES house - with assistance.	Assisted access via sloping path from BSR around the path to BAINES as above	£25,000	in house	yes

Science Block 1st & 2nd Floors	No access due to stairs	Access available to both ground floor labs - reasonable adjustment	£	Access available to ground floor labs	
Baines House	Poor access due to steps	Investigate feasibility of step lift by BSR / Electricity substation for Baines or alternative access path around perimeter as 36 above.	£15,000	external contractor	yes
Access from main drive to H&WBC	Long route to reach H&WBC - requires assistance.	Mansion lift to lower ground level would resolve as 14 above	£		yes
DT workshops	Accessible ground floor workshop, but first floor inaccessible	Possible installation of internal lift or stair lift to access the first-floor workshop or adapt lessons in ground floor workshop. Adapt existing toilets to provide compliant cubicle	£60,000	external contractor	yes
Old Ball court (DT workshop)	Poor access due to steps	Grade 2* heritage building - lift would be too costly and damaging. Alternative facilities available in the main DT workshop in St Peter's.	£150,000	Unreasonable adjustment due to planning/LBA and prohibitive cost.	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?	Y		
Are your classrooms optimally organized for less abled students?	Y		
Do lessons provide opportunities for all students to achieve?	Y		
Are lessons responsive to student diversity?	Y		
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	Y, where appropriate		
Are all students encouraged to take part in music, drama & physical activities?	Y		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Y		
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?	Y		
Do you provide access to computer technology appropriate for students with disabilities?	Y		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	Y		
Are there high expectation of all students?	Y		
Do staff seek to remove all barriers to learning and participation?	Y		
Comments:  Staff are provided with information about each student with an additional learning need via a SSP, which is available via iSAMs.			
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?			See notes above

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?		No	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Y		
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?	Y		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		N	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?		N	
Are areas to which students should have access well lit?	Y		
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	Y		
Is furniture and equipment selected, adjusted & located appropriately?	Y		
Comments:			
<b>Section 3: How does your School deliver materials in other formats?</b>			
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?		No	
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?	Yes		
Do you have the facilities such as ICT to produce written information in different formats?		No	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes		
Comments:			
All students have access to assistive technology via their PLD, and this is taught to all students in their Lower School Computer Science classes. We aim to empower students to self-advocate throughout their time with us at Prior Park College.			