



# Salford Priors CofE Academy

ROOTED in love and faith  
 GROWING in hope and courage  
 THRIVING in light and harmony

# Accessibility Plan

Aim	Current Practice	Actions	Responsible Person	Completion
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All pupils access our curriculum (full National Curriculum) at a level commensurate with their ability and stage of development</p> <p>Advice is sought from Special Education Needs and Disability Coordinator (SENDCo), Specialist Teaching Service (STS), Local Authority (LA) Advisory staff and any other agencies depending on need.</p> <p>All teaching and non-teaching staff are aware of the need for inclusion.</p> <p>Curriculum policies have Equality Impact Assessment (EIA) to ensure full access and no discrimination.</p> <p>Pupils may be withdrawn from class for individual or small group support to address specific need.</p> <p>Individual Education Health Care Plans reviewed regularly</p>	<p>Increase accessibility to PE curriculum for all pupils including training for all staff.</p> <p>All future projects both indoor/outdoor should carefully consider access for children and adults with disabilities. Using external experts where appropriate.</p>	<p>Senior Leadership Team (SLT), Physical Education (PE) Lead and all staff</p> <p>SLT and Governors</p>	<p>Ongoing</p> <p>In line with current needs</p>



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# Accessibility Plan

Aim	Current Practice	Actions	Responsible Person	Completion
<p>Increase access to the curriculum for pupils with a disability - <i>continued</i></p>	<p>All staff in the school able to support children with specified needs and/or disabilities.</p> <p>We ensure all school visits are accessible for all pupils.</p> <p>Ensure PE activities are accessible to all pupils.</p> <p>Staff trained to meet the individual medical needs of pupils.</p> <p>Laptops / iPads are used for pupils with specific recording difficulty.</p> <p>Coloured overlays for pupils with visual difficulty/ associated with Dyslexia.</p> <p>Specially shaped pencils and pens for pupils with grip difficulty are available.</p>	<p>Epi Pen / Diabetes and other appropriate training kept up to date and applicable for staff.</p> <p>Appropriate records kept.</p>	<p>SLT, Academy Business Partner</p>	<p>Annually updated and line with pupils / staff</p>



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Aim	Current Practice	Actions	Responsible Person	Completion
Improve and maintain access to the physical environment	<p><b>Building</b>            All visitors are required to park using the car park at the front of the school. Disabled visitors can park in the disabled bay on Sandford Way and will be met by a member of staff. School has access via a level surface including access to the playgrounds (sloped paths)</p>	Work with outside agencies to ensure access arrangements meet the needs of school community (including parents) Ensure pathways are clear and maintained.	SLT, Academy Business Partner	Ongoing
	<p><b>Internal Facilities</b>            Corridors, classrooms and the hall are all on one level and kept free of obstructing furniture. Uneven floor and trip hazards reported and Health and Safety report to Academy Governing Council (AGC).</p>		SLT, Academy Business Partner	Termly
	All doors have viewing panels. Accessible toilet available plus adapted toilet to enable access for a frame.	Consider current and future pupils to adjust doors to allow access. Regular practice and review procedures.	SLT, Academy Business Partner	Ongoing and termly practice
	Fire and Emergency procedures reviewed to consider accessibility.	Personal Evacuation Plans in place and updated accordingly for any staff or pupils	SLT, Academy Business Partner	Reviewed annually or as needed



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<p>Improve the delivery of information to pupils with disability</p>	<p><b>Communication</b>            Written material is presented to all stakeholders in a user-friendly manner. Large Print and Pictorial / Symbolic representations formats can be provided</p> <p>All stakeholders able to contact the school via email or mobile phone</p> <p>Parents can contact the school via ClassDojo</p> <p>Ensure relevant information is passed onto relevant people (e.g. supply staff / visitors)</p> <p>Pupils with hearing impairments have access to loops and microphones worn by teachers</p>	<p>Ensure all staff are proactive in supporting pupils / parents (e.g. risk assessments for outside visits)</p> <p>Continued use of InPrint software in school</p> <p>Supply teacher information sheet on pupil needs</p> <p>Handover meetings to inform new class teachers of needs and accessibility arrangement in place</p>	<p>SLT, SENDCo and Class Teachers</p> <p>SLT, SENDCo and Class Teachers</p> <p>Class Teachers</p>	<p>Ongoing</p> <p>Annual subscription renewal</p> <p>Check and review termly. Annual transition meetings in June</p>



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<p>Improve disability awareness</p>	<p>In line with Code of Practice for Special Needs, we have an updated SEND policy document which is reviewed annually.</p> <p>All staff are aware of the implications of the Equality Act 2010</p> <p>When new members of staff are appointed, training needs will be assessed as part of induction process.</p> <p>Pupils and adults requiring assistance are identified and agencies contacted for support and advice e.g. Vision and Hearing Teams</p>	<p>Disability Awareness planned into curriculum, assembly focus.</p>	<p>SLT, SENDCo and Class Teachers</p>	<p>Termly planning</p>