



**WORKSOP PRIORY C OF E PRIMARY
ACADEMY
ACCESSIBILITY PLAN
FEBRUARY 2025**

To be reviewed February 2028

This plan shows how Worksop Priory C of E Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. It will show how we plan to increase access for disabled pupils to the curriculum (including after-school clubs and school visits) and to the physical environment.

At Worksop Priory, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our academy is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve well. This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10 relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils".

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his other ability to carry out normal day-to-day activities. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Worksop Priory C of E Primary Academy is committed to providing full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

- Equal Opportunities Policy

Action Plan for Improving Physical Access

	Actions	Time Scale	Responsibility	Completed by
Corridors	Keep corridors clear of obstructions	Immediate	All staff	Ongoing
Paths	Maintain paths to enable wheelchair users to access playground, school field	Immediate	MR	Ongoing
Disabled parking	Disabled parking spaces are reserved for Blue Badge Holders, or by agreement with SLT	Immediate	All staff	ongoing
Disabled Toilets	Clean as part of daily routine	Immediate	Cleaning team	ongoing
School events	Make arrangements for wheelchair users/those with impaired mobility to access to sports field, playground, school hall etc	ongoing	SLT	ongoing

Action Plan for Improving Curriculum Access

	Actions	Time Scale	Responsibility	Completed by
Adaptive teaching	Universal Classroom principles across all lessons. SLT and subject leaders to monitor quality of provision for SEND pupils	QA timetable, including monitoring by subject leaders	SLT Subject leaders	At least half termly
Ensure that all school trips, including residential are accessible for pupils with learning of physical disabilities	Planning/pre visit Specific risk assessments in place, with reasonable adaptations made Consultation with EVC Consultation with any external provider or venue Consultation with parents	ongoing	Visit Leader EVC	ongoing
Develop outdoor learning area for Early Years children with SEND	Audit of current provision Develop plans for learning area, to include opportunities for sensory play	By end of 24-25 academic year	EY/KS 1 teaching teams	Sept 2025
Speech and Language	Prioritise speech and language support in early years Access resources and ideas from SEND Inclusion Service, SALT therapists etc Communication Champion training – Comm Champ involved in delivering Talk Boost and one to one bespoke support in EY, GC to coordinate SALT work with children further up school, in consultation with NHS therapists.	ongoing	SLT RC GC	ongoing

This plan has been developed in consultation with a range of stakeholders, including:

Pupils

Staff

Parents and Carers

Governors

