

## SENDAT DISABILITY EQUALITY AND ACCESS STATEMENT 2024-2026



SENDAT is committed to ensuring that, wherever possible, people with disabilities should have the same opportunities as people non-disabled in their access to education.

SENDAT promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

SENDAT will promote a culture of awareness, tolerance and inclusion.

By means of Accessibility planning, SENDAT seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the Accessibility Plan.

The following areas will be included in the Accessibility Action Plan

- Increasing access for students with a disability to the curriculum. *This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.*
- Improving access to the physical environment of the school. *This will include improvements to the physical environment of the school and physical aids to learning.*
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. *This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.*

An Accessibility Action Plan is attached. This plan will be reviewed and adjusted on an annual basis. The Plan will be evaluated and amended after each annual review

SENDAT recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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**Priory School**

The school was built in 1970 as a special school but is not very accessible. The school recognises that further work needs to be done on this and will be included in any future building works.

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

- Equalities
- Health & Safety
- School Development Plan
- School mission statement
- School Website
- Teaching and Learning Policy
- educational visits



The physical environment aspects of the Accessibility Action Plan will be monitored through the Governors' Behaviour and Safeguarding Committee and the other aspects will be monitored through the Governors' Pupil Achievement Committee.

**1. Improving Access to the Physical Environment**

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>	
School is aware of the access needs of disabled children and staff	Ensure that policies and procedures reflect the needs of disabled children and staff	On going	SLT	The school is able to respond to emerging needs of disabled students and staff	On going and reviewed regularly.
Ensure that all disabled pupils can be safely evacuated	Ensure all staff are aware of access points for disabled	On going	SLT	All disabled children and staff, and staff working with them are safe and confident in the event of a fire or other causes of evacuation	
Improve access through the school	Seek funding to improve access within school. Whenever building work is undertaken we will seek to improve access in that area	On going	Trust	Improved access through School.	

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Assist any hearing impaired students.	Install more active sound systems in classrooms.	Ongoing	Trust	Equipment installed	
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## SENDAT DISABILITY EQUALITY AND ACCESS ACTION PLAN

### 2. Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcomes	
School Website to be accessible and comply with current statutory requirements	Website and facebook kept up to date	ongoing	Admin	Parents/carers feel confident in the information they have about the school	In place but requires review
	Website has further information regarding the curriculum	Ongoing	Trust		

### 3. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes	
1. Ensure all new TAs have access to specific training	Database of all training undertaken, TAs to access relevant courses as available.	From start of employment	Head of School	Raised confidence and knowledge of STAs	All new teachers and student teachers have greater awareness of needs of children
2. Ensure specified curriculum areas include a module with reference to disability issues	Develop Life Skills/Citizenship/Tutor Programme curriculum to address disability equality issues		SLT	Schemes of Work update and tutor input to students	Ongoing  All Y7 given awareness of HI needs through Life Skills programme. Life Skills and Tutor Programme SofW cover disability equality issues.
Ensure students with disabilities are given the opportunity to participate equally in after-school activities and trips	Open access to all activities with appropriate support		SLT		In place

# SENDAT DISABILITY EQUALITY AND ACCESS ACTION PLAN



## Chalk Hill

The AP was built in 1965 as a residential Hostel but is not very accessible. The Trust recognises that further work needs to be done on this and will be building works.

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

- Health & Safety
- School Development Plan
- School mission statement
- Website
- Teaching and Learning Policy
- Educational Visits

The physical environment aspects of the Accessibility Action Plan will be monitored by the SENDAT Trust.

### 1. Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcome
1. The AP is aware of the access needs of disabled students and staff.	Ensure that policies and procedures reflect the needs of disabled students and staff.	Ongoing	SLT	Respond to the needs of students and staff.
2. A system is in place for wheelchair users to access the building.	Assess and improve access.	Ongoing	SLT	Improved access
3. Improve access in and around the AP.	Seek funding to improve access within the PRU.	Ongoing	SENDAT	Improved access.
4. Clearly signed accessibility routes for visually impaired students are in place.	Review facilities.	Ongoing	SLT	Signs/adaptations in place.
5. Improve access for hearing impaired students.	Review facilities for hearing impaired students.	2027	SLT	Improved access

### 2. Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcome
School website to be accessible and comply with current statutory requirements.	Website to be kept up to date.	ongoing	Admin	Parents/carers feel confident in the information they have about the school in place but requires review.
	Website has further information regarding the curriculum.	ongoing	Admin	

## SENDAT DISABILITY EQUALITY AND ACCESS ACTION PLAN

### 3. Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcome
1. Ensure all staff have access to appropriate training and are aware of the specific curriculum access needs of students with disabilities. Ensure all new TAs have access to specific training.	Database of all training undertaken to be maintained.  TAs to access relevant courses as available	From start of employment.  From start of employment.	SLT	All staff have greater awareness of needs of the students.
2. Ensure specified curriculum areas include a module with reference to disability issues.	Develop Life Skills/Citizenship.  PSHE curriculum to address disability equality issues.	2026	Head / Lead Teacher	Schemes of work updated. Life skills programme to cover disability equality issues.
3. Ensure curriculum planning reflects a commitment to equality and prepares students for life in a diverse society.	Life Skills and PSHE programmes reflects diversity.	ongoing	Head / Lead Teacher	Programmes reflect equality and diversity
4. Students with disabilities are given the opportunity to participate equally in activities and visits.	Open access to all activities with appropriate support.	ongoing	SLT	In place
5. Appropriate ICT access and software is in place to support learning.	Monitoring and audit of ICT to take place	ongoing	SLT	In place
6. Ensure that the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded across the curriculum, and are expressed in terms accessible to all students.	Track across all curriculum subjects; include particularly for example in assemblies, PSHE, RE and Nurture sessions.	ongoing	Head / Lead Teacher	In Place