



ACCESSIBILITY PLAN

Priestley Smith Specialist VI School

October 2026

Policy review date: October 2027

Policy status: Statutory

Responsible member of SLT: Joanna Garvey Headteacher

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1. Aims and values

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools silver award. This belief influences everything the school does and impacts upon all our policies.

Article 28 Every child has the right to an education.

Article 23 A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 Education must develop every child's personality, talents and abilities to the full.

Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The School's beliefs and values

The school's objectives in educating our pupils are to ensure maximum academic and social development and independence.

Our Vision

To be an outward-looking centre of excellence in the education of children with visual impairments.

Our Mission

Through high quality teaching, learning and pastoral care, to develop confident, caring and independent young people who are able to succeed in the world in their chosen field.

Our Aims

At Priestley Smith School we aim to provide:

- A safe, caring and supportive learning environment which enables all students to achieve to their maximum potential and encourages them to be as confident, resourceful and independent as possible
- High quality first hand learning experiences for all students, delivered by specialist teaching and support staff
- Full access to a broad, balanced and highly differentiated mainstream curriculum, modified to meet the visual, learning and social needs of each child
- Opportunities for both academic and social inclusion throughout all phases with campus and local schools
- Small groups with a high teacher-student ratio

- Consistently high quality resources and materials for all students, including specially adapted Information and Communication Technology
- Individualised training in mobility and Independent Living Skills, delivered by specialist, on-site habilitation staff
- A range of additional extra-curricular activities to supplement class-based learning
- An environment in which diversity is celebrated and in which all barriers to inclusion are challenged
- A close working partnership with parents and carers, which enables them to be fully involved in their child's learning

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. .

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils vision impairment and SEND needs to ensure access to the curriculum • Curriculum progress is tracked for all pupils, • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Assistive technology and appropriate tactile resources utilized to maximize access to the curriculum	All staff have an understanding of each child in their classes needs and can adapt resources to secure progress Staff utilize BSquared to track progress and implement necessary interventions, scaffolding and support Curriculum intent implementation and impact is reviewed as part of monitoring process Children are exposed to a range of different resources to develop their repertoire of accessibility Reflect identified areas of need in lesson planning and delivery Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.	One page pupil profiles to be developed in primary Utilise expertise of QTVIs and specialist support to develop curriculum resources Primary curriculum to have a thematic approach to help support the development of schemata and linking ideas Purchasing of technology where possible and seeking out opportunities for bids to support. Incorporate Quality First teaching into all planning	LHE SLT, QTVIs Progress leaders LHE Primary staff SLT, School financial services	Students make good progress and develop an understanding of accessibility skills and resources available that they can utilize well Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width bespoke to cane use • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Evac chairs • PEEPs for specific needs Ensure all fire escape routes are suitable for all and free from obstruction at all times	Students can wherever possible navigate independently around the school site safely	Embedding of CFVI into skills lessons Review means of escape for pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times Review PEEPS on an annual basis or upon a change of need	SLT Habilitation	Students will be confident at navigating around the school site safely

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage Large print resources • Braille • Pictorial or symbolic representations • Website • Text messages and emails to parents and carers • Use of Google classroom • Use of google translate for parents and carers for whom English is an additional language	Students can independently access information in a format suitable to their needs Ensure all classrooms are organised in accordance with pupil need. Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions	Ongoing training in awareness of pupils needs	SLT School nurses Hab	Students can access information and communicate their needs effectively The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Governing Body. It will be approved by the Headteacher and Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy